July 3, 2019

Dear Applicant:

Re: Your request for access to information under Part II of the Access to Information and Protection of Privacy Act (Our File #: EEDC/048/2019)

On June 5, 2019, the Department of Education and Early Childhood Development received your request for access to the following records/information:

"The transition briefing binder drafted in anticipation of the potential for a new minister to be appointed after the provincial election."

I am pleased to inform you that a decision has been made by the Deputy Minister for the Department of Education and Early Childhood Development (the department) to provide access to some of the requested information and the appropriate copies have been enclosed.

Please be advised the following sections of the binder were not included as this information is available publicly:

Education Statistics 2017-18


The Premier’s Task Force on Improving Educational Outcomes Report: “Now is the Time”


Department of Education and Early Childhood Development 2017-20 Strategic Plan and 2017-18 Annual Report

Newfoundland and Labrador English School Board 2017-20 Strategic Plan and 2017-18 Annual Report


Conseil scolaire francophone provincial 2017-20 Strategic Plan


Provincial Information and Library Resources Board 2017-20 Strategic Plan and 2017-18 Annual Report


Teacher Certification Committee 2017-20 Strategic Plan and 2017-18 Annual Report


Teachers’ Certification Review Panel 2017-20 Strategic Plan and 2017-18 Annual Report


Access to the remaining records, and/or information contained within the records, has been refused in accordance with the following exceptions to disclosure, as specified in the Access to Information and Protection of Privacy Act, 2015 (the Act):

Section 29: Policy, Advice and Recommendation

29. (1) The head of a public body may refuse to disclose to an applicant information that would reveal

(a) advice, proposals, recommendations, analyses or policy options developed by or for a public body or minister.

As required by 8(2) of the Act, we have severed information that is unable to be disclosed and have provided you with as much information as possible. In accordance with your request for a copy of the records, the appropriate copies have been enclosed.

You may ask the Information and Privacy Commissioner to review the processing of your access request, as set out in section 42 of the Access to Information and Protection of Privacy Act (the Act). A request to the Commissioner must be made in writing within 15 business days of the date of this letter or within a longer period that may be allowed by the Commissioner.
The appeal may be addressed to the Information and Privacy Commissioner as follows:

Office of the Information and Privacy Commissioner  
2 Canada Drive  
P. O. Box 13004, Stn. A  
St. John's, NL. A1B 3V8  

Telephone: (709) 729-6309  
Toll-Free: 1-877-729-6309  
Facsimile: (709) 729-6500  

You may also appeal directly to the Supreme Court Trial Division within 15 business days after you receive the decision of the public body, pursuant to section 52 of the Act.

Please be advised that this letter will be published following a 72 hour period after it is sent electronically to you or five business days in the case where records are mailed to you. It is the goal to have the letter posted to the Completed Access to Information Requests website within one business day following the applicable period of time. Please note that requests for personal information will not be posted online.

If you have any further questions, please feel free to contact the undersigned by telephone at 709-729-7180 or by email at garynoftall@gov.nl.ca.

Sincerely,

Gary Noftall  
ATIPP Coordinator

Attachment
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Department of Education and Early Childhood Development

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Department of Education and Early Childhood Development

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Mandate
Department of Education and Early Childhood Development
May 2019

The Minister of Education and Early Childhood Development is responsible for early childhood development, the K-12 school system and public libraries with the objective of building an educational community in Newfoundland and Labrador that fosters safe, caring and inclusive learning environments for all children and youth in early childhood settings, regulated child care and family resource centres, and pre-school to grade 12.

The mandate for the Department of Education and Early Childhood Development is primarily established under the:

- Departmental Notice under the Executive Council Act;
- Child Care Act;
- Public Libraries Act;
- Schools Act, 1997;
- Teachers’ Association Act; and
- Teacher Training Act.
Overview of Branches
Department of Education and Early Childhood Development
May 2019

Kindergarten to Grade 12 Education and Early Childhood Development Branch

Assistant Deputy Minister – Elizabeth Churchill

This branch includes the divisions of: Early Learning and Child Development; Evaluation and Research; and Programs and Services.

Corporate Services Branch

Assistant Deputy Minister – Brian Evans

This branch includes the divisions of: Financial Services, which also manages student transportation; and Policy and Information Management.
Physical Locations
Department of Education and Early Childhood Development
May 2019

The main offices of the Department of Education and Early Childhood Development are located in the West Block of the Confederation Building in St. John's, with additional services being provided by the Learning Resources Distribution Centre located at Pleasantville, St. John's. Child care services are provided throughout the province in offices located in St. John's, Conception Bay South, Harbour Grace, Whitbourne, Clarenville, Gander, Grand Falls-Windsor, Corner Brook, Stephenville, Happy Valley-Goose Bay and Labrador City.
As of April 1, 2019, the Department of Education and Early Childhood Development employed 164 individuals.

<table>
<thead>
<tr>
<th>Branch</th>
<th># of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Services (^1)</td>
<td>10</td>
</tr>
<tr>
<td>Corporate Services</td>
<td>21</td>
</tr>
<tr>
<td>K-12 Education and Early Childhood Development</td>
<td>133</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>164</strong></td>
</tr>
</tbody>
</table>

\(^1\) This number includes communications and executive support staff
Entities Reporting to the Minister  
Department of Education and Early Childhood Development  
May 2019

Category One Government Entities  

1. Conseil scolaire francophone provincial de Terre-Neuve et du Labrador  
   Location  
   St. John’s

2. Department of Education and Early Childhood Development  
   St. John’s

3. Newfoundland and Labrador English School Board  
   St. John’s

4. Provincial Information and Library Resources Board  
   Stephenville

These entities are required to prepare a strategic plan every three years for Ministerial approval to be tabled in the House of Assembly no later than three months after the beginning of the first fiscal year covered by the plan. In addition, they are required to prepare and submit an annual report detailing progress on outcomes for the preceding fiscal year.

Category Three Government Entities

5. Teachers’ Certification Committee  
   Location  
   St. John’s

6. Teacher Certification Review Panel  
   St. John’s

7. Teacher Certification Board of Appeals*  
   *currently inactive; convened as required  
   St. John’s

These entities, with the exception of the Teacher Certification Board of Appeals, are required to prepare an activity plan every three years for Ministerial approval to be tabled in the House of Assembly no later than three months after the beginning of the first fiscal year covered by the plan. In addition, they are required to prepare and submit an annual activity report detailing progress on outcomes for the preceding fiscal year.
Overview of Agencies, Boards and Commissions
Department of Education and Early Childhood Development, May 2019

<table>
<thead>
<tr>
<th>Authority:</th>
<th>Atlantic Provinces Special Education Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remuneration:</td>
<td>No Remuneration</td>
</tr>
<tr>
<td>Additional Info:</td>
<td>The members of the Board shall be the Deputy Minister of Education for each of the Atlantic Provinces; and two persons appointed by each of the governors in council of the Atlantic Provinces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEMBERS:</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Minister</td>
<td>Member</td>
<td>By Virtue of Position</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Clarke, Mr. Bradley</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>8/1/2017</td>
<td>7/31/2019</td>
</tr>
<tr>
<td>Churchill, Ms. Elizabeth</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>11/1/2017</td>
<td>10/31/2019</td>
</tr>
</tbody>
</table>
Overview of Agencies, Boards and Commissions
Department of Education and Early Childhood Development, May 2019

Newfoundland and Labrador English School Board

<table>
<thead>
<tr>
<th>Authority:</th>
<th>Section 59 of the Schools Act, 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remuneration:</td>
<td>No Remuneration</td>
</tr>
<tr>
<td>Additional Info:</td>
<td>Where a new district is created, the Lieutenant-Governor in Council shall appoint a board or a trustee; or order that there be an election of a board or of a trustee. Section 53 applies, with the necessary changes, to the appointment or election of a board or of a trustee under this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEMBERS (One Vacancy):</th>
<th>Zone</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayers, Eric</td>
<td>10 - Central</td>
<td>Trustee</td>
<td>Lieutenant Governor in Council*</td>
<td>10/15/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Aspell, Jennifer</td>
<td>14 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Bennett, Ray</td>
<td>1 - Labrador</td>
<td>Trustee</td>
<td>Lieutenant Governor in Council*</td>
<td>01/01/2017</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Blake, Hayward</td>
<td>12 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Burden, Scott</td>
<td>4 - Western</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Carter, Winston</td>
<td>9 - Central</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Culliton, Keith</td>
<td>15 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Gill, Pamela</td>
<td>5 - Western</td>
<td>Trustee</td>
<td>Lieutenant Governor in Council*</td>
<td>02/02/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>George, John</td>
<td>8 - Central</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Kendell, Thomas</td>
<td>7 - Central</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Lee, Wayne</td>
<td>6 - Western</td>
<td>Vice-Chair/Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Price, Goronwy</td>
<td>2 - Labrador</td>
<td>Chair/Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Vacant</td>
<td>11 - Central</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Ryan, Kevin</td>
<td>13 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Smith, John</td>
<td>17 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Simmons, Lester</td>
<td>3 - Labrador</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Whittle, Peter</td>
<td>16 - Avalon</td>
<td>Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*Filled through Lieutenant Governor in Council appointment after resignation of elected trustee.
### Overview of Agencies, Boards and Commissions

**Provincial Information and Library Resources Board**

| Authority: | Section 3 of the Public Libraries Act |
| Remuneration: | No Remuneration |
| Additional Info: | The Board consists of not less than 10 and not more than 15 members, as follows: a representative from each regional library board; the chairperson of the St. John's Library Board; and up to six other members appointed by the Lieutenant Governor in Council. |

<table>
<thead>
<tr>
<th>MEMBERS:</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler, Joan</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>2/24/2018</td>
<td>2/23/2021</td>
</tr>
<tr>
<td>Maddigan, Beth</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>2/24/2018</td>
<td>2/23/2021</td>
</tr>
<tr>
<td>Vacant</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sheppard, Derrick</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>2/24/2018</td>
<td>2/23/2021</td>
</tr>
<tr>
<td>Sheppard, Linda</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>2/24/2018</td>
<td>2/23/2021</td>
</tr>
<tr>
<td>Smith, Shelly</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>2/24/2018</td>
<td>2/23/2021</td>
</tr>
</tbody>
</table>

**Teachers' Certification Committee**

| Authority: | Section 8 of the Teacher Training Act |
| Remuneration: | No Remuneration |
| Additional Info: | The Committee shall consist of the registrar; and seven other persons appointed by the Lieutenant Governor in Council, one of whom shall be an officer of the Department, two of whom shall be representative of the Faculty of Education of Memorial University of Newfoundland, two of whom shall be representative of the Newfoundland Teachers' Association referred to in the Teachers' Association Act and the other two of whom shall be representative of the Federation of School Boards of Newfoundland. |

<table>
<thead>
<tr>
<th>MEMBERS:</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antle, Sheldon</td>
<td>Registrar of Teachers</td>
<td>By Virtue of Position</td>
<td>10/22/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Brooks, Steve</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>9/13/2017</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Drover, Derek</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>10/10/2013</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Furey, Edith</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>1/28/2019</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Joy, Rhonda</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>9/19/2016</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
### Overview of Agencies, Boards and Commissions

**Department of Education and Early Childhood Development, May 2019**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortall, Brian</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>3/1/2005</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Simmons, Lester</td>
<td>Member</td>
<td>Lieutenant Governor in Council</td>
<td>5/01/2017</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Smith, Ron</td>
<td>Member / Chair</td>
<td>Lieutenant Governor in Council</td>
<td>5/01/2017</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

#### Teachers' Certification Review Panel

**Authority:** Section 3 of the Teacher Training Act

**Remuneration:** Level III

**Additional Info:**
The minister shall appoint three members to the Review Panel, one of whom shall be a member of the Newfoundland and Labrador Teachers’ Association; one of whom shall be a member of the Newfoundland and Labrador School Boards Association; and one of whom shall be a representative of the general public.

**MEMBERS:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, Gregory</td>
<td>Chairperson</td>
<td>Ministerial</td>
<td>1/22/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Kendall, Thomas</td>
<td>Member</td>
<td>Ministerial</td>
<td>1/22/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Sutherland, Peter</td>
<td>Member</td>
<td>Ministerial</td>
<td>9/14/2005</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

#### Conseil Scolaire Francophone Provincial

**Authority:** Section 65 of the Schools Act, 1997

**Remuneration:** No Remuneration

**Additional Info:**
The conseil scolaire, not exceeding 12 trustees, shall be elected by the voting members of the conseils d’école established under section 102 from among the voting members.

**MEMBERS:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Appointment Type</th>
<th>Appointment Date</th>
<th>Expiry Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clair, Michael</td>
<td>Avalon Trustee</td>
<td>Lieutenant Governor in Council*</td>
<td>3/05/2018</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Gillingham, Carole</td>
<td>At-Large Trustee</td>
<td>Elected</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Hall, Edna</td>
<td>At-Large Trustee</td>
<td>Lieutenant Governor in Council*</td>
<td>5/17/2017</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Jess, Dillon</td>
<td>Central/West Trustee</td>
<td>Elected</td>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Lee, Brian</td>
<td>Labrador Trustee / Chair</td>
<td>Elected</td>
<td></td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
### Overview of Agencies, Boards and Commissions
Department of Education and Early Childhood Development, May 2019

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Status</th>
<th>Not Applicable</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaud, Denis</td>
<td>Labrador Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Mini, Charly</td>
<td>Avalon Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Proulx, Steevens</td>
<td>At-Large Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Skinner, Jenna</td>
<td>Central/West Trustee</td>
<td>Elected</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*Filled through Lieutenant Governor in Council appointment after resignation of elected trustee.*
Financial Profile 2019-20
Department of Education and Early Childhood Development
May 2019

The Department of Education and Early Childhood Development’s 2019-20 gross budget of $836,307,500 includes current fund expenditures and amounts to 10.8 per cent of the total provincial budget (Estimates 2019) and $12,341,000 in related revenue for a net budget of $823,966,500. The department is composed of three branches with a percentage of the total budget as follows: Executive Services 0.13 per cent; Corporate Services 0.42 per cent; and Kindergarten to Grade 12 Education and Early Childhood Development 99.45 per cent. The following tables contain the estimated dollar amounts of individual line entries of the entire Department of Education and Early Childhood Development budget and its sub-components: Executive Services, Corporate Services and Kindergarten to Grade 12 Education and Early Childhood Development.

<table>
<thead>
<tr>
<th>Total Departmental Budget Summary</th>
<th>Budget 2019-20</th>
<th>Percentage of Departmental Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Services</td>
<td>$ 1,069,800</td>
<td>0.13%</td>
</tr>
<tr>
<td>Corporate Services</td>
<td>$ 3,487,800</td>
<td>0.42%</td>
</tr>
<tr>
<td>Kindergarten to Grade 12 Education and Early Childhood Development</td>
<td>$ 831,749,900</td>
<td>99.45%</td>
</tr>
<tr>
<td>Gross Expenditure</td>
<td>$ 836,307,500</td>
<td>100.00%</td>
</tr>
<tr>
<td>Related Revenues</td>
<td>$(12,341,000)</td>
<td></td>
</tr>
<tr>
<td>Net Expenditure</td>
<td>$ 823,966,500</td>
<td></td>
</tr>
</tbody>
</table>
# Financial Profile 2019-20

Department of Education and Early Childhood Development  
May 2019

## Executive Services Budget Summary

<table>
<thead>
<tr>
<th>Budget 2019-20</th>
<th>Percentage of Branch Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minister's Office</td>
<td>$223,500</td>
</tr>
<tr>
<td>Executive Support</td>
<td>$846,300</td>
</tr>
<tr>
<td><strong>Gross Expenditure</strong></td>
<td><strong>$1,069,800</strong></td>
</tr>
<tr>
<td>Related Revenues</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Net Expenditure</strong></td>
<td><strong>$1,069,800</strong></td>
</tr>
</tbody>
</table>

## Corporate Services Budget Summary

<table>
<thead>
<tr>
<th>Budget 2019-20</th>
<th>Percentage of Branch Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
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## Financial Profile 2019-20

Department of Education and Early Childhood Development

May 2019

| Kindergarten to Grade 12 Education and Early Childhood Development Budget Summary |
|---------------------------------|------------------|------------------|
| **Teaching Services:**          | Budget 2019-20   | Percentage of Branch Total |
| - Allowances and Assistance     | $ 40,000         | 0.006%            |
| - Regular Teachers              | $ 448,643,600    | 53.94%            |
| - Substitute Teachers – Leave   | $ 31,636,500     | 3.80%             |
| - Substitute Teachers – Professional Development | $ 5,467,600 | 0.66% |
| - Employee Benefits             | $ 43,379,300     | 5.22%             |
| **Total Teaching Services**     | $ 529,167,000    |                  |

| **School Board Operations:**    |                  |                  |
| - Purchased Services            | $ 1,426,000      | 0.17%            |
| - Allowances and Assistance     | $ 30,000         | 0.004%           |
| - Grants and Subsidies:         |                  |                  |
|   - Operating Grant             | $ 128,581,400    | 15.46%           |
|   - Student Assistants          | $ 23,536,600     | 2.83%            |
|   - Transportation of School Children | $58,345,600 | 7.01% |
| **Total School Board Operations** | $ 211,919,600    |                  |

| Learning Resources Distribution Centre | $ 287,400 | 0.03% |
| School Supplies                     | $ 6,642,900 | 0.80% |
| Curriculum Development              | $ 2,670,300 | 0.32% |
| Language Programs                   | $ 4,452,100 | 0.54% |
| Student Support Services            | $ 1,764,000 | 0.21% |
| Atlantic Provinces Special Education Authority | $ 698,600 | 0.08% |
| Evaluation, Research and Certification | $ 2,996,400 | 0.36% |
| Early Learning and Child Development | $ 59,859,100 | 7.20% |
| Provincial Information and Library Resources Board | $ 11,292,500 | 1.36% |

| **Gross Expenditure** | $ 831,749,900 | **100.00%** |
| **Related Revenues**  | $(12,261,000)  |
| **Net Expenditure**   | $ 819,488,900  |
### Total Departmental Budget Summary 2016-17 to 2019-20

<table>
<thead>
<tr>
<th></th>
<th>Budget 2019-20</th>
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<th>Budget 2018-19</th>
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<th>Budget 2016-17</th>
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<tr>
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## Financial Profile 2019-20
Department of Education and Early Childhood Development
May 2019

### 2018-19

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## Kindergarten to Grade 12 Education and Early Childhood Development Budget Summary

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<td>- Allowances and Assistance</td>
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<tr>
<td>- Allowances and Assistance</td>
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<td>- Grants and Subsidies:</td>
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<td>Evaluation, Research and Certification</td>
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## Financial Profile 2019-20

Department of Education and Early Childhood Development

May 2019

### 2017-18

#### Total Departmental Budget Summary

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<thead>
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<tr>
<td>Executive Services</td>
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<td>Corporate Services</td>
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<tr>
<td>Kindergarten to Grade 12 Education and Early Childhood Development</td>
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#### Executive Services Budget Summary

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<tr>
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<th>Percentage of Branch Total</th>
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<tr>
<td>Minister’s Office</td>
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<tr>
<td>Related Revenues</td>
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#### Corporate Services Budget Summary

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<td>Administrative Support</td>
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## Financial Profile 2019-20
Department of Education and Early Childhood Development
May 2019

<table>
<thead>
<tr>
<th>Primary, Elementary and Secondary Budget Summary</th>
<th>Budget 2017-18</th>
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<tr>
<td>- Regular Teachers</td>
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<td><strong>School Board Operations:</strong></td>
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<td>- Purchased Services</td>
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<td><strong>Total School Board Operations</strong></td>
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Financial Profile 2019-20
Department of Education and Early Childhood Development
May 2019

2016-17

<table>
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<td>Infrastructure</td>
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</tr>
<tr>
<td>Net Expenditure</td>
<td>$5,088,700</td>
<td></td>
</tr>
</tbody>
</table>
## Financial Profile 2019-20

**Department of Education and Early Childhood Development**
**May 2019**

<table>
<thead>
<tr>
<th>Primary, Elementary and Secondary Budget Summary</th>
<th>Budget 2016-17</th>
<th>Percentage of Branch Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Services:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School Boards</td>
<td>$ 440,903,400</td>
<td>53.24%</td>
</tr>
<tr>
<td>- Supports to Deaf and Hard of Hearing Students</td>
<td>$ 442,600</td>
<td>0.05%</td>
</tr>
<tr>
<td>- Institutional Schools</td>
<td>$ 327,600</td>
<td>0.04%</td>
</tr>
<tr>
<td>- Substitute Teachers</td>
<td>$ 30,477,200</td>
<td>3.68%</td>
</tr>
<tr>
<td>- Employee Benefits</td>
<td>$ 49,647,200</td>
<td>5.99%</td>
</tr>
<tr>
<td><strong>Total Teaching Services</strong></td>
<td>$ 521,798,000</td>
<td></td>
</tr>
<tr>
<td><strong>School Board Operations:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Purchased Services</td>
<td>$ 1,526,000</td>
<td>0.18%</td>
</tr>
<tr>
<td>- Allowances and Assistance</td>
<td>$ 49,000</td>
<td>0.01%</td>
</tr>
<tr>
<td>- Grants and Subsidies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Regular Operating Grant</td>
<td>$ 113,006,300</td>
<td>13.64%</td>
</tr>
<tr>
<td>- Administration Grant</td>
<td>$ 15,434,300</td>
<td>1.86%</td>
</tr>
<tr>
<td>- Student Assistants</td>
<td>$ 22,163,300</td>
<td>2.68%</td>
</tr>
<tr>
<td>- Transportation of School Children</td>
<td>$ 62,543,800</td>
<td>7.55%</td>
</tr>
<tr>
<td><strong>Total School Board Operations</strong></td>
<td>$ 214,722,700</td>
<td></td>
</tr>
<tr>
<td>Learning Resources Distribution Centre</td>
<td>$ 274,000</td>
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</tr>
<tr>
<td>School Supplies</td>
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</tr>
<tr>
<td>School Services</td>
<td>$ 574,200</td>
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<tr>
<td>Curriculum Development</td>
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<tr>
<td>Language Programs</td>
<td>$ 4,573,700</td>
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</tr>
<tr>
<td>Student Support Services</td>
<td>$ 637,900</td>
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</tr>
<tr>
<td>Atlantic Provinces Special Education Authority</td>
<td>$ 698,600</td>
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<tr>
<td>Supports for Deaf and Hard of Hearing Students</td>
<td>$ 292,900</td>
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<tr>
<td>Student Testing and Evaluation</td>
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<td>Professional Development</td>
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<td>Centre for Distance Learning and Innovation</td>
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<td>Early Childhood Learning</td>
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<tr>
<td>Child Care Services – Policy and Programs</td>
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</tr>
<tr>
<td>Child Care Services – Regional Operations</td>
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<td>5.10%</td>
</tr>
<tr>
<td>Family Resource Programs</td>
<td>$ 6,630,400</td>
<td>0.80%</td>
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<tr>
<td>Provincial Information and Library Resources</td>
<td>$ 10,722,400</td>
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</tr>
<tr>
<td><strong>Gross Expenditure</strong></td>
<td>$ 828,229,800</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Related Revenues</strong></td>
<td>$(28,772,100)</td>
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</tr>
<tr>
<td><strong>Net Expenditure</strong></td>
<td>$ 799,457,700</td>
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</table>
### Infrastructure Budget Summary

<table>
<thead>
<tr>
<th></th>
<th>Budget 2016-17</th>
<th>Percentage of Branch Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Facilities – Alterations and Improvements to Existing Facilities</td>
<td>$22,006,800</td>
<td>20.53%</td>
</tr>
<tr>
<td>School Facilities – New Construction and Alterations to Existing Facilities</td>
<td>$85,191,900</td>
<td>79.47%</td>
</tr>
<tr>
<td><strong>Gross Expenditure</strong></td>
<td>$107,198,700</td>
<td>100.00%</td>
</tr>
<tr>
<td>Related Revenues</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td><strong>Net Expenditure</strong></td>
<td>$107,198,700</td>
<td></td>
</tr>
</tbody>
</table>
Overview of Programs and Services
Department of Education and Early Childhood Development
May 2019

K-12 and Early Childhood Development Branch

Programs and Services – Bradley Clarke, Director

The Programs and Services Division is responsible for:

- determining and developing programs of study for K-12 schools in English and French;
- acquiring/producing and distributing learning resource materials;
- planning and administering French first language and French second language programs;
- assisting with provincial professional learning for new program implementations;
- ongoing professional development, including on-line support for teachers and district level personnel;
- assisting parents with information in support of K-12 programs;
- collaborating with other provinces, primarily through the Council of Atlantic Ministers of Education and Training (CAMET) in joint curriculum development initiatives;
- maintaining a liaison with school boards and other educational agencies in the interpretation and application of legislation, regulations, and departmental policies pertaining to the operation of schools;
- department-related programs for Indigenous peoples;
- developing policies and procedures for implementation of student services;
- supporting the delivery of student services based upon department policies and procedures;
- researching and evaluating current educational practices;
- consulting with district office and school personnel regarding programming for students with exceptionalities;
- providing professional development in response to new policies and procedures, and requests from school districts;
- providing specific student services such as alternate transportation, student assistants, alternate format materials, and assistive technology; and
- liaising with school districts, parent groups, community agencies, other divisions within the Department of Education and Early Childhood Development, and other departments as necessary.

As part of the Programs and Services Division, the Learning Resources Distribution Centre (LRDC) is responsible for the acquisition and distribution of authorized resources for the primary, elementary and secondary school system. LRDC also distributes Early Childhood Development Parent Resource Kits to the Health Centres.
Overview of Programs and Services
Department of Education and Early Childhood Development
May 2019

Evaluation and Research – Ron Smith, Director

The Evaluation and Research Division is responsible for:

- program and student evaluation and student certification programs and services (e.g., international, national, regional and provincial testing and assessment activities);
- high school certification and credit transfer program;
- adult education certification through high school equivalency programs;
- provincial scholarships;
- regular reporting on performance at the provincial and school levels;
- conducting research to support the evaluation of programs;
- conducting program evaluations that involve selecting key performance indicators in consultation with stakeholders;
- accountability through a Performance Measurement Framework that provides accurate and timely information that shows how well and to what degree the public school system is achieving its intended and desired outcomes;
- teacher allocations;
- negotiation of teacher collective agreements; and
- professional certification of teachers in accordance with the Teacher Training Act.

Early Learning and Child Development – Mary Goss-Prowse, Director

The Early Learning and Child Development division is responsible for:

- the Canada-Newfoundland and Labrador Early Learning and Child Care Agreement ($22 million over three years 2017-20);
- developing and monitoring the KinderStart program;
- developing and implementing the provincial Early Childhood Learning Framework;
- providing consultant support to pre-school programs receiving an early learning grant;
- sharing professional resource materials to educators of pre-school programs;
- providing Parent Resource Kits in partnership with public health at three age points coinciding with visits;
- implementing early literacy partnerships with public libraries;
- monitoring and licensing child care services across the province;
- helping to support families in accessing child care by maintaining an online Early Learning and Child Care Directory;
Overview of Programs and Services
Department of Education and Early Childhood Development
May 2019

- working with not for profit community organizations through the Child Care Capacity Initiative to build capacity in underserviced communities;
- promoting best practices in child care settings;
- administering the Operating Grant Program that is available to all licensed child care centres who wish to participate to help parents with the cost of child care;
- participating centres reduce their fees to child care subsidy rates and receive an operational grant in return;
- administering the Child Care Services Subsidy Program that helps eligible parents or guardians pay for child care in a licensed child care centre or a regulated family child care home;
- administering a Capital Renovation Grant to address requirements in new legislation for which waivers were issued (e.g., no window in a homemod; having a staff room);
- administering the Inclusion Program to provide supports such as consultation, training and grants to regulated child care services for children with exceptionalities to participate to their fullest potential in a regular program;
- administering an Early Learning and Child Care Supplement program which provides an income supplement to fully-qualified Early Childhood Educators working in regulated child care services;
- providing a variety of bursaries and grants to Early Childhood Educators to promote upskilling and higher levels of certification; and
- supporting 31 Family Resource Centre hubs (FRCs) with 120+ satellites located in communities throughout Newfoundland and Labrador which provide a variety of community-based developmental activities and resources for children and families.

Corporate Services Branch

Financial Services – Tracy Stamp, Director and Departmental Controller

The Financial Services division is responsible for:

- preparing and monitoring the department’s annual budget;
- providing budgetary advice, ongoing financial analysis, financial reports and consultative services;
- ensuring financial monitoring systems are in place;
- providing financial analysis of entities reporting to the department;
- manage and coordinate the preparation of the department’s fiscal forecast;
- providing audit confirmation to entities reporting to the department;
- providing administrative and financial services for school board operations and teaching services;
Overview of Programs and Services
Department of Education and Early Childhood Development
May 2019

- providing general accounting services;
- ensuring all financial activities within the department are consistent with departmental and governmental policies, procedures, regulations and legislation, including the Financial Administration Act;
- providing general operation services;
- providing grant payments to entities reporting to the department;
- maintaining financial policies and procedures manuals;
- providing the funding and policy direction for the Provincial School Transportation Program;
- maintaining and monitoring the annual allocation of full time teacher staffing units;
- maintaining a leave control system;
- maintaining appropriate policy and procedure manuals;
- monitoring budgeted funds for substitute teachers and student assistants; and
- providing advice, consultation services, reports and information to various stakeholders.

Policy and Information Management – Jennifer Dunne, Director

The Policy and Information Management division is responsible for:

- administering the Access to Information and Protection of Privacy Act (ATIPPA) for the department;
- coordinating the planning and reporting functions in accordance with the Transparency & Accountability Act (including the development of the department’s strategic plan and annual report, as well as providing assistance and advice to the department’s entities with respect to planning and reporting);
- monitoring and reporting progress on departmental commitments and performance contracts;
- providing executive support through the preparation and coordination of Cabinet submissions, briefing materials and central agency requests;
- providing human resources planning and reporting support to the Executive, Human Resource Secretariat and departmental entities;
- coordinating legislative reviews;
- providing policy support for the K-12 Infrastructure programs and services;
- coordinating disposition of property;
- providing support for the evaluation of departmental programs and services;
- conducting research and developing, analyzing and disseminating policy;
- coordinating the department’s role in government-wide initiatives;
- international education;
- school board elections;
Overview of Programs and Services
Department of Education and Early Childhood Development
May 2019

- providing support to public libraries;
- developing and implementing a Privacy Management Program for the department;
- working with departmental staff to develop Information Management policies and procedures, allowing for increased accountability and efficiency in serving its clients;
- implementing and maintaining electronic records management solutions for the department;
- coordinating requests from statutory offices, including the Office of the Citizen's Representative, the Child and Youth Advocate, and the Office of the Information and Privacy Commissioner; and
- maintaining the department's Registry.

Communications

Communications — Jacquelyn Howard, Director

The primary function of the communications division is to ensure that there is a flow of accurate, timely and relevant information between the department and its stakeholders, as well as the general public at large. The division is the first point of contact for all media inquiries, and often responds to questions or provides direction to the general public. The division is also responsible for ensuring effective lines of communication between various divisions within the department.
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019

Mr. Robert Gardiner, Deputy Minister

Brief Overview

Mandate:
The Minister of Education and Early Childhood Development is responsible for early childhood development, the K-12 school system, and public libraries with the objective of building an educational community in Newfoundland and Labrador that fosters safe, caring and inclusive learning environments for all children and youth in early childhood settings, regulated child care and family resource centres, and pre-school to grade 12.

The mandate for the department is primarily established under the:
- *The Departmental Notice under the Executive Council Act;*
- *Child Care Act;*
- *Public Libraries Act;*
- *Schools Act, 1997;*
- *Teacher Training Act; and*
- *Teachers Association Act.*

Lines of Business:

Educational Policy and Direction
The department sets the strategy and vision for the K-12 education system and provincial early learning and child care. Decision-making is informed through reviewing and amending legislation and regulations; conducting relevant research, consultations and analysis; and providing statistical indicators and background information. The department is responsible for the certification of teachers and the administration of various articles of the teachers’ collective agreement. The department also approves the certification of early childhood educators (ECEs), which is carried out by the Association of Early Childhood Educators Newfoundland and Labrador (AECENL).

Curriculum and Programs
In the K-12 system, responsibilities include: developing and monitoring the French and English curricula and programs; creating or selecting learning resources; distributing resources and equipment to schools; developing programs for improved teaching and learning; developing and supporting inclusive education initiatives; supporting safe, caring and inclusive environments; providing teacher professional learning opportunities; and collaborating with Indigenous groups.

Support for Children and Youth with Diverse Needs and Exceptionalities
The department provides a broad range of support services to enhance inclusive practices in child care and learning environments for children and youth with diverse needs and exceptionalities. In regulated child care settings, the Inclusion Support Program is a voluntary program that provides support to child care providers (centre-based or family child care) to
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019

support children with diverse needs (up to 13 years) to participate meaningfully in those programs. In the K-12 system, support for students with exceptionalities is provided within the inclusive education framework. The service delivery model is supported by policies and guidelines and professional learning and is enhanced through collaboration with community partners.

Early Childhood Learning
The department fosters early childhood learning opportunities through cooperation with other departments and agencies. Responsibilities include: developing and implementing early childhood learning resources; developing and monitoring the KinderStart/Bon Départ program; developing the provincial early childhood learning framework; the provincial early childhood learning strategy, Learning from the Start; early literacy partnerships with public libraries; Parent Resource Kit partnership with regional health authorities; and the Power of Play promotional campaign.

Child Care Services and Family Resource Centres
Responsibilities include: monitoring and licensing of regulated child care services (centre-based or family child care home) throughout the province; conducting investigations of complaints for regulated and unregulated child care; providing financial support to regulated child care services on behalf of eligible families; providing financial support for the development and operation of child care centres and family child care homes; providing financial assistance to help recruit and retain ECEs; supporting the operation and development of family resource centres across the province; and supporting children’s transition from child care to the K-12 system.

Student Assessment and Research
The department collects data and manages databases for core areas such as child care services, enrolment, student support services, student achievement and graduate outcomes. Responsibilities include: the evaluation, monitoring, test development and certification processes for the K-12 system; administration of the General Educational Development (GED) test; and all major functions related to education system performance, such as education statistics, planning, accountability, policy development and research.

Support to Entities
The department provides support in many areas to the Newfoundland and Labrador English School District, the Conseil scolaire francophone provincial, and the Provincial Information and Library Resources Board. Some areas of support include school transportation; teacher allocation; teachers’ payroll; operating grants for both school districts and libraries; and support for compliance with government legislation and policy.

Clients and Stakeholders:
The Department of Education and Early Childhood Development’s primary clients are educators, children, youth and their families.
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019

Stakeholders include:
- Newfoundland and Labrador English School District (NLES);  
- Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP);  
- Newfoundland and Labrador Teachers’ Association (NLTA);  
- Federation des francophones de Terre-Neuve at du Labrador (FFTNL);  
- Newfoundland and Labrador School Boards Association (NLSBA);  
- Newfoundland and Labrador Federation of School Councils (NLFSC); and  
- Association of Early Childhood Educators of Newfoundland and Labrador (AECENL).

Budget:
The 2019-20 budget is $836,307,500.
- Salaries: $12,180,400  
- Operating: $12,582,800  
- Allowances and Assistance: $28,211,100  
- Grants and Subsidies: $783,333,200

Staffing:

<table>
<thead>
<tr>
<th>Branch</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Services(^1)</td>
<td>10</td>
</tr>
<tr>
<td>Corporate Services</td>
<td>21</td>
</tr>
<tr>
<td>K-12 Education and Early Childhood Development</td>
<td>133</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>164</strong></td>
</tr>
</tbody>
</table>

\(^1\) This number includes communications and executive support staff

Regional Presence:
The main offices of the Department of Education and Early Childhood Development are located in the West Block of the Confederation Building in St. John’s, with additional services being provided by the Learning Resources Distribution Centre located in Pleasantville, St. John’s. Child care services are provided throughout the province in offices located in St. John’s, Conception Bay South, Harbour Grace, Whitbourne, Clarenville, Gander, Grand Falls-Windsor, Corner Brook, Stephenville, Happy Valley-Goose Bay and Labrador City.

Entities Reporting to Minister:
- Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador;  
- Newfoundland and Labrador English School Board;  
- Provincial Information and Library Resources Board;  
- Teachers’ Certification Committee;  
- Teacher Certification Review Panel; and  
- Teacher Certification Board of Appeals (inactive; convened as required).
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019

Key Facts and Figures

Overall:
- The overall budget increased from $636 million in 2004-05 to $836 million in 2019-20.
- Student enrolment has experienced a steady decline from 79,439 in 2004-05 to 64,336 in 2018-19. Rural regions of the province experienced the greatest decline. Almost the entire decline was in the English school system. During this period, enrolment in the French school system increased from 193 to 342 and peaked at 360 students in 2016-17.
- The pupil/teacher ratio declined from 13.6 in 2004-05 to 11.8 in 2012-13 before increasing to 12.7 in 2016-17. In 2018-19, the pupil/teacher ratio is 12.4.
- The number of schools has declined from 303 in 2004/05 to 260 in 2018-19.
- Over the 2004-05 to 2017-18 period, the provincial graduation pass rate ranged from a low of 88.1 per cent in 2005-06 to a high of 96.7 per cent in 2016-17. It was 95.5 per cent in 2017-18.
- The average dropout/early leaver rate has been approximately 6.5 per cent over the last nine years and 7.0 per cent in 2017-18.

General:
- There are no standard school fees.
- Textbooks are free to all K-12 public school students.

Early Childhood Development:
- The number of regulated child care spaces in child care centres and family child care homes is 8,148 (December 2018).
- Caring For Our Future (the 10-year child care strategy 2012-13 to 2022-23) promoted a planned, systematic approach for the growth and enhancement of child care services throughout the province. 2017-18 was set as a year to review and revise actions and targets for the final five years of the plan. Negotiation of the Canada-Newfoundland and Labrador Early Learning and Child Care (Bilateral) Agreement in December 2017 (under the 10-year Multilateral Agreement) provided an Action Plan for the Province that set new and enhanced programs and targets for the first three years of the 2017-2028 multilateral agreement. The Action Plan in the Bilateral Agreement meets the intent of the remaining five years of the 10-year child care strategy.
- Budget 2018 allocated $62 million (including $7.2 million federal funding) for early learning and child care in Newfoundland and Labrador, with a focus on continuing the implementation of programs and services under the 10-year child care strategy and on new and enhanced programs funded through the Canada-Newfoundland and Labrador Early Learning and Child Care (Bilateral) Agreement.
- Government recently:
  o Enhanced funding for its Operating Grant Program (OGP) through the bilateral agreement. The OGP provides operational funding to both non-profit and commercial child care centres who choose to participate. Participating centres are required to set their child care fees at provincial daily child care subsidy rates, and not surcharge for any services, thereby making child care more affordable for all
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019
families using those services. In particular, families eligible for full subsidy receive free child care when enrolled in centres participating in this program.

- Developed a one-year Capital Renovation Grant program under the Bilateral Agreement to support regulated child care services in purchasing equipment and/or completing renovations directly related to waiver(s) issued for a child care building and/or an outdoor play area due to the implementation of the new Child Care Act and Regulations in July 2017. This grant provided $6.5 million to approximately 60 child care centres and family child care homes to enhance the quality of their physical space to meet the new legislation requirements.

- Provided funding to the Association of Early Childhood Educators (AECENL) to develop Professional Learning (PL) online and face-to-face workshops to support the Early Childhood Learning Framework. The Framework outlines an approach to early childhood learning birth through age eight with emphasis on play-based learning, the important role of adults in supporting children’s early learning, a holistic approach to children’s development and learning, and inclusion of children with exceptionalities. The PL and Framework will be released early in 2019-20.

- Increased the net family income threshold for full subsidy under the provincial Child Care Subsidy Program. The threshold was adjusted in 2017-18 for the first time since 2007, increasing from $27,500 to $32,000. Effective July 1st, 2019 the threshold will be further increased to $35,000. This means that a greater number of families are eligible for a full Child Care Subsidy; other families benefit from a reduction in their parental contribution and some families that were previously ineligible now receive a partial subsidy. As a result, more families with low to middle incomes have access to supports for reducing child care costs when they choose a licensed child care centre or family child care home. Families eligible for full subsidy receive free child care when enrolled in centres participating in the OGP.

- Provided increases in the Early Learning and Child Care (ELCC) Supplement Program in 2017-18 and 2018-19 as part of a Ministerial Mandate letter commitment to provide more funding directly to eligible early childhood educators working in child care centres or with family child care homes, administrators working in child care centres, and monitors working in family child care agencies. The intent of the initiative is to attract a greater number of qualified individuals to work in regulated child care settings by supplementing their income from working in regulated child care services. Wages continue to be the responsibility of the employer. As per Budget 2019, the third of the three increases was effective April 1, 2019.

- Other Early Learning initiatives of the Division include Parent Resource Kits, early literacy programming, the Early Childhood Learning Framework, KinderStart and support through Power of Play advertising campaigns.

Safe and Caring Schools:

- In December 2013, the Department of Education and Early Childhood Development introduced a revised Safe and Caring Schools Policy (updating the 2006 policy) and
enacted corresponding legislation to ensure that the new policy will be consistently applied at all schools.

- The amended legislation requires that every school implement the Safe and Caring Schools Policy. This policy provides procedures for schools on establishing and maintaining positive school climates. Procedures address the implementation and monitoring of:
  - Positive Behaviour Supports;
  - Codes of Conduct;
  - Bullying Intervention Protocols;
  - Nonviolent Crisis Interventions;
  - Digital Citizenship; and
  - Guidelines for LGBTQ Inclusive Practices.

- Through the legislation, students, teachers, principals, school councils, along with school board and district personnel, are assigned responsibility for promoting safe, caring and inclusive learning environments.

- A Restorative Practices procedure has recently been developed and will be released in September 2019.

**Inclusive Education:**

- EECD Inclusive Education Initiative began in 2009. Since then all schools have received professional learning and resources regarding philosophy and practice to address the diversity of students, staff and families and have received over a decade of direct support from inclusive education itinerants.

- EECD believes that all children deserve to be educated in an inclusive and supportive environment, respecting the dignity of the child. This should occur in the most inclusive, least intrusive environment. The most inclusive environment is with the student’s peers. EECD recognizes that at times it is in the student’s best interest to receive individualized programming outside of the common learning environment. This decision would be made by the students program planning team.

- With the completion of the provincial school-wide training in inclusive education, Safe and Caring School itinerants and the Inclusive Education itinerants were amalgamated to become the Safe and Inclusive School itinerants (now with dual responsibilities).

- The philosophy of inclusive education is foundational to EECD’s draft Responsive Teaching and Learning Policy that is currently being implemented in 40 phase 1 schools of the Education Action Plan. An additional 40 phase-in schools will begin September 2019.

**Teachers:**

- The current teacher allocation model was introduced in 2008 to respond to changing needs within our education system.

- Almost 66 per cent of the entire education and early childhood development budget is allocated to teachers’ salaries, substitute teachers, student assistants, professional development and various services for teachers.
Curriculum:

Science
- Since 2015, new curriculum and authorized and supplementary resources have been provided for Science 1-6, Science 1206, Chemistry 2202, and Physics 2204.
- New curriculum implementations for the 2019-20 school year will include Chemistry 3202 and Physics 3204.
- Students and parents have digital access to authorized resources for Science 4-9, Science 1206, and Chemistry 2202 and 3202.

Mathematics
- Since 2013-14 a new mathematics curriculum has been implemented for Grades K-12.
- From 2007 to 2015, over $18.5 million was invested. An additional $1 million a year was allocated in 2015-16 for a total of $22.5 million to date.
- In 2010 and 2016, Grade 6 classes and Grades 4 and 5 classes respectively, received collections of children’s literature to enhance the delivery of the mathematics curriculum.
- From 2014 – 2018, teachers of grades 4 to 9 engaged in professional learning opportunities in mathematics.
- In 2018, Grade 2 teachers received two new supplementary mathematics resources, and the supporting professional learning, to enrich the delivery of the mathematics curriculum.
- Since September 2018, 17 mathematics curriculum guides have been reviewed, edited and moved from interim to final.
- The MUN Math Department reports that, because of the Math 3200 and Math 3208 curricula, our students are performing very well in Math 1000 and Math 1001 at Memorial University.
- A Mathematics Bursary Program has been established for all K-6 teachers in the province. The bursary provides funding for eligible current K-6 teachers to participate in a mathematics pedagogy course or a mathematics content course. The intent of the Mathematics Bursary Program is to build capacity among K-6 teachers and to enhance mathematics pedagogy in Newfoundland and Labrador.
- NLESD staff, supporting mathematics instruction, has been increased by five K-6 Mathematics Program Specialists. These program specialists work directly with teachers to enhance their pedagogical practices and their interaction with, and understanding of, the curriculum.
- A K-6 Mathematics Program Specialist position is also available to CSFP (hiring underway).
- A final draft of Standards of Practice for Mathematics Teaching has been created. The document includes a plan for professional learning to enable teachers to understand and meet the standards.
Brief Overview and Key Facts and Figures
Department of Education and Early Childhood Development
May 2019

Education Action Plan:
On July 13, 2018, the department released an Education Action Plan based on the recommendations of the Premier’s Task Force on Improving Educational Outcomes. The Education Action Plan specifies timelines and responsibilities for implementation of the task force’s 82 recommendations. The recommendations focus on nine areas in the education system: mental health and wellness, inclusive education, mathematics, reading, Indigenous education, multicultural education, co-operative education, early years, and teacher education and professional development.

Key benefits of the Education Action Plan to students and teachers include:
- Increased allocations to the school system as a result of funding for several recommendations, including: new reading specialists in schools and at the district office; new mathematics specialists at the school districts to support K-6 teachers; new teaching and learning assistants to support curriculum delivery; and increases in the allocation of teacher librarians and English as second language teachers; and
- Substantial opportunities, in a wide range of areas, for teachers and educational specialists across the K-12 system to engage in professional learning.

Implementation of the 82 recommendations will occur in three phases:
- Short-term: 31 recommendations already completed or substantially underway within year one, September 2018;
- Medium-term: an additional 40 recommendations will be completed or substantially underway within years two to four, September 2021; and
- Long-term: the remaining 11 recommendations will be completed or substantially underway by year five, September 2022.

The timelines committed to the Action Plan will ensure enhanced outcomes for early learners, birth to five years of age, and for all students in the areas of mental health and wellness, Indigenous education, and multicultural education.

The plan’s development was informed by significant engagement by the Department of Education and Early Childhood Development with the many partners in education, including school districts, the Newfoundland and Labrador Teachers’ Association and Memorial University.
Key Benchmarks
Department of Education and Early Childhood Development
May 2019

- NL has one of the best pupil-teacher ratio of any jurisdiction in Canada. In 2018-19, the pupil/teacher ratio is 12.4.

- The average dropout/early leaver rate has been approximately 6.5 per cent over the last nine years and was 7.0 per cent in 2017-18.

- Over the 2004-05 to 2017-18 period, the provincial graduation pass rate ranged from a low of 88.1 per cent in 2005-06 to a high of 96.7 per cent in 2016-17. It was 95.5 per cent in 2017-18.

- PISA (Programme for International Student Assessment) – international assessment that assesses 15 year old proficiency in mathematics, reading, and science. NL has consistently performed below Canadian average in all PISA assessments, except in 2003 when NL performed at the Canadian average for reading and science. Between the 2006 and 2015 assessments, NL’s rank across the country decreased from 6th to 8th in mathematics, 6th to 7th in reading, and 5th to 7th in science. The most recent PISA administration took place in 2018 and the results will be available in December 2019.

- PCAP (Pan-Canadian Assessment Program) - national assessment that assesses proficiency of grade 8 students in mathematics, reading, and science. In 2016, NL students performed better in math and science from PCAP 2013 and performed lower in reading. Even though there has been no improvement in ranking, there has been significant improvement in the overall NL performance in mathematics since 2010 and significant improvement by NL males in reading since 2010. The next PCAP administration is ongoing (spring 2019) and the results will become available in 2020.

- PIRLS (Progress in International Reading Literacy Study) - international reading assessment of grade 4 students. In PIRLS 2016, five provinces (British Columbia, Alberta, Ontario, Quebec, and New Brunswick) in addition to Newfoundland and Labrador participated. NL performed at the Canadian level, strongly exceeding the international average. BC was the only province with a significantly higher average score than NL. The next PIRLS administration will take place in 2021.

- ICILS (International Computer and Information Literacy Study)- international computer-based assessment of grade 8 students that measure the extent to which students know, understand and are able to use information and communications technology (ICT). NL and Ontario were the only Canadian jurisdictions that participated in ICILS 2013. NL students ranked 7th overall internationally. Only five countries scored significantly higher. The most recent ICILS administration took place in 2018 and the results will not be available until later in 2019.
Key Benchmarks
Department of Education and Early Childhood Development
May 2019

- TIMSS (Trends in International Mathematics and Science Study) – international assessment of mathematics and science knowledge of students in Grades 4 and 8. 2019 is the first year NL took part in this assessment. This assessment is ongoing, and only grade 4 students are being assessed as grade 8 students will complete the PCAP assessment. Results will be available in 2020.
Key Stakeholders
Department of Education and Early Childhood Development
May 2019

School Boards
The province is divided into two school districts: the Newfoundland and Labrador English School District (NLESD) and the Conseil scolaire francophone provincial de Terre-Neuve et du Labrador (CSFP).

NLESD
NLESD is governed by a school board consisting of no more than 17 trustees who are elected for each district, which shall be set and may be changed by order of the Lieutenant-Governor in Council (LGIC), as per section 53 of the Schools Act, 1997. NLESD is divided into zones to provide representation from various regions within the district. By legislation, the school board determines the boundaries of the zones and the number of trustees to be elected in each zone. If there are insufficient candidates nominated to fill positions on a school board, LGIC must appoint persons to fill the vacant positions. If a vacancy occurs during the term of a board, LGIC may either call a by-election or appoint a person to fill the vacancy. Individuals who are appointed during the term of a board are appointed until the end of that term.

CSFP
The CSFP is governed by a school board consisting of no more than 12 trustees who are elected for each district, which shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire, as per section 95 the Schools Act, 1997. CSFP is divided into zones to provide representation from various regions within the district. By legislation, the school board determines the boundaries of the zones and the number of trustees to be elected in each zone. If there are insufficient candidates nominated to fill positions on a school board, LGIC must appoint persons to fill the vacant positions. If a vacancy occurs during the term of a board, LGIC may either call a by-election or appoint a person to fill the vacancy. Individuals who are appointed during the term of a board are appointed until the end of that term.

Responsibilities of the Boards
Both school boards are category one entities under the Transparency and Accountability Act and prepare their own strategic plans and annual reports.

Applicable legislation requires each board to appoint a Director of Education (CEO) and Assistant Director(s), one of whom must be responsible for finance and business administration. Employment contracts between the board and these employees must be approved by the Minister. The level of remuneration of persons occupying these positions must be in accordance with scales approved by Lieutenant-Governor in Council. Currently, these individuals are paid in accordance with the Executive Compensation Plan of Government.

The school boards are directly responsible for the administration and operation of the province’s schools and school districts including:
- staffing;
Key Stakeholders
Department of Education and Early Childhood Development
May 2019

- distributing resources, including human resources;
- evaluating, acquiring, distributing and maintaining technological resources;
- acquiring, maintaining and repairing buildings;
- transporting students; and
- developing instructional policies and practices.

The department shares a commitment with school boards in maintaining the legislative and regulatory framework defining a school board's operations. The department also approves annual budgets; and administers support services to school boards, students and teachers in collaboration with school board staff.

School Councils
The Schools Act, 1997 requires the principal of each school to establish a school council. The primary goal of a school council is to enhance the quality of teaching and learning, resulting in improved student achievement.

Principals who have not been successful in establishing a school council by October 15 of a school year may be excused, by the school board, of that obligation for that school year, or the board may approve the establishment of a school council which has representation different from that are set out in legislation.

School Councils must consist of:
- 2 - 4 teachers from the school, elected by the teachers at that school;
- 3 - 6 parents of students at the school, elected by the parents of students at the school;
- 2 - 4 representatives of the community, appointed by the elected school council members; and
- in schools which teach high school courses, one (1) student elected by the students at the school.

The principal of the school is a member of the council, but may not serve as chair. The number of council members must be set out in the bylaws of the school board. Where the number exceeds the minimum, the proportional membership provided in legislation must be maintained.

Members of a school council serve for a three-year term and may serve a maximum of two terms. In a new school, council terms are staggered for the first three years so that, thereafter, one third of the membership must be re-elected each year. The roles, responsibilities and activities of a school council are focused at the school level and on advising the school board on matters of concern relative to the school.

The legislation states the function of a school council is to:
- represent the educational interests of the school;
- advise on the quality of teaching and learning in the school;
Key Stakeholders
Department of Education and Early Childhood Development
May 2019

- facilitate parent and community involvement in teaching and learning in the school; and
- advise the board on matters of concern to the school and the community.

As legislated in the Schools Act, 1997 Section 26(3), school councils shall participate in the following activities:
- approve, for recommendation to the board, a plan for improving teaching and learning in the school;
- support and promote the plan approved by the board for improving teaching and learning in the school;
- approve and monitor activities for the raising of funds for the school;
- consider information respecting performance standards in the school;
- assist in the system of monitoring and evaluating standards in the school;
- monitor the implementation of recommendations in reports on the performance of the school;
- conduct meetings with parents and members of the community on matters within its responsibility;
- ensure that the school’s annual report is available to members of the public; and
- communicate concerns respecting board policies and practices to the board.

School councils are also responsible for the approval of any levy (school fee) that is charged by the school; subject to the bylaws of the school board. In such cases, the school council must ensure parents are informed the levy is a voluntary payment, which is payable only once a year, and its purpose is to supplement or replace fundraising activities in the school.

A school council may also recommend that the principal of a school provide for religious observances in a school. However, the principal must excuse a student from participation in these religious observances if requested to do so, in writing, by a parent of the student.

Non-Governmental Educational Organizations

Newfoundland and Labrador Teachers’ Association (NLTA)
- The Newfoundland and Labrador Teachers’ Association is both a professional association and the bargaining agent for teachers employed by school boards. It serves approximately 6,000 teachers in Newfoundland and Labrador.
- The association is funded through membership dues. All teachers are members of the bargaining unit but may opt out of the professional association.
- The NLTA has a Provincial Executive Council consisting of 12 elected members, 49 branches and a series of standing and ad hoc committees. Members are elected for a two-year term. The president is elected for a two-year term and can serve two consecutive terms. The current president is Dean Ingram and the executive director is Steve Brooks.
Key Stakeholders
Department of Education and Early Childhood Development
May 2019

Newfoundland and Labrador School Boards’ Association (NLSBA)
- The Newfoundland and Labrador School Boards’ Association is the provincial association of school boards. It is affiliated with the Canadian School Boards’ Association. The NLSBA has an office in St. John’s.
- The association is funded through fees which are paid by school boards.
- The Board of Governors consists of school board chairs. The president is Goronwy Price and the executive director is Brian Shortall.
- The NLSBA represents boards in negotiations for teachers’ contracts, school board support staff contracts and student assistant contracts.
- It is customary for the NLSBA Board of Governors to invite the Minister and departmental officials to meet with them from time to time or as necessary.

Newfoundland and Labrador Federation of School Councils (NLFSC)
- The Newfoundland and Labrador Federation of School Councils provides school councils and parent groups with a voice on educational issues and encourages parental involvement at all levels of education.
- The current president is Don Coombs and the executive director is Denise Pike.
- The NLFSC is funded through a grant from the department.

Newfoundland and Labrador Association of School System Administrators (NLASSA)
- Formerly this body was called the Newfoundland and Labrador Association of Directors of Education (NLADE).
- Newfoundland and Labrador Association of School System Administrators is an organization of professional administrators that utilizes its individual and collective expertise to provide leadership to promote and support an education that meets the needs of every student in Newfoundland and Labrador.
- The membership of this organization includes: directors of education, assistant directors (programs), assistant directors (personnel), assistant directors (finance and administration), education officers, and directors of schools for the school districts and authorities in Newfoundland and Labrador.
- The current president is Bronson Collins and the executive director is Gerald Buffett.

Association of Early Childhood Educators Newfoundland and Labrador (AECENL)
- The Association of Early Childhood Educators Newfoundland and Labrador represents women and men who provide care for children in regulated child care settings. AECENL is a point of contact between the department and these professionals.
- AECENL also provides certification services and professional development within a service agreement framework with the department.
Inter-Provincial and Federal-Provincial Forums
Department of Education and Early Childhood Development
May 2019

The Minister of Education and Early Childhood Development is a member of, or represented on, a number of inter-provincial and federal-provincial forums including:

Council of Atlantic Ministers of Education and Training (CAME

- In 2004, CAME was established to replace the Atlantic Provinces Education Foundation (APEF).
- CAME was established to continue and further enhance the level of cooperation in public and post-secondary education by working on common issues to improve learning for all Atlantic Canadians, optimize efficiencies, and bring added value to provincial initiatives and priorities in public and post-secondary education.
- The establishment of CAME follows the long-standing success of Maritime and Atlantic intergovernmental cooperation in education and the long history of working together for the benefit of the public education systems.
- The mandate and goals of the Council of Atlantic Ministers of Education and Training (CAME) are: to promote regional cooperation in education among the respective governments, by maximizing efficiencies and cost effectiveness through regional purchasing and pooling of funds; to develop and advance a number of initiatives for cooperation in education, by minimizing unnecessary duplication of work among Atlantic departments of education; to establish the framework for joint undertakings, by serving as a catalyst for positive change in education.
- The governance structure of the CAME includes the Council of Atlantic Deputy Ministers of Education and Training (CADMET) and the CAME Board of Directors.
- The CAME Secretariat serves as the functioning body of CAME and has overall responsibility to expedite the work of CAME.

Council of Ministers of Education, Canada (COME)

- The Council of Ministers of Education, Canada (COME) is an intergovernmental body founded in 1967 by ministers of education.
- COME provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education.
- COME is governed by an Agree Memorandum approved by all members. A Chair is elected every two years based on rotation among the provinces. The current Chair is the Honourable Melanie Mark, Minister of Advanced Education, Skills and Training, British Columbia. All 13 provinces and territories are members, are all ministers responsible for primary, elementary, secondary and post-secondary education in Canada.
- The COME Secretariat was created the same year as COME itself to support the work of the intergovernmental body. Located in Toronto, the Secretariat is headed by an Executive Director, who is appointed by members of COME. Chantal C. Beaulieu is the current Executive Director.

Page 1 of 2
Inter-Provincial and Federal-Provincial Forums
Department of Education and Early Childhood Development
May 2019

- In-person meetings are held once a year, usually in early July.
- Department of Education and Early Childhood Development staff provide liaison with CMEC and represent the department on a number of committees and working groups.
- Funding for CMEC is provided by direct contribution from the member provinces. These provincial contributions are calculated on a per capita basis using census population figures.

Atlantic Provinces Special Education Authority (APSEA)

- The Atlantic Provinces Special Education Authority (APSEA) was formed through an Inter-provincial agreement signed by the four Atlantic Ministers of Education in 1975 to provide services to children who are Blind or Visually Impaired (BVI) and Deaf or Hard of Hearing (DHH).
- The agreement stipulates a cost sharing arrangement for programs and services with all on-campus services shared based on student enrollment and administrative services shared based on Provincial population. NL is a partner for services for the Blind and Visually Impaired only.
- The Department of Education and Early Childhood Development is a member of a partnership under APSEA which oversees the Autism in Education (AIE) partnership which includes the Provincial Autism Consultants and Directors of Student Support Services from the four Atlantic Provinces. AIE’s primary mandate is to identify, disseminate and promote evidence-based practice. The most recent initiative of the AIE partnership is the online course, “ASD and Behavioural Interventions: Level II” which includes three pilot schools in the province.
- The Deputy Minister is the Chair of APSEA for a two year term ending in August 2019.
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<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Manager of Curriculum</td>
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<td>Program &amp; Policy Development Specialist</td>
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*Chart does not include 21 Program Development Specialists who are seconded from HLES.
## Liberal Platform Commitments

<table>
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<th>Source of Commitment</th>
<th>Supporting Department /Agency</th>
<th>Policy Area</th>
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<tr>
<td>$13 million to continue implementation of Education Action Plan. Through the plan, implement over 80 actions to ensure students have access to their needed supports and hire 350 teacher resources over a three-year period, including: • Additional reading specialists, teacher librarians, and teaching learning assistants in K-12 education. • Learning resources for teachers to support reading in the primary and elementary grades and for school libraries to support literacy development. • A Mathematics bursary program to support teachers wishing to enhance their qualifications in mathematics.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>K-12 Education</td>
</tr>
<tr>
<td>Increase budget for Student Assistance hours</td>
<td>Election Platform</td>
<td>EECD</td>
<td>K-12 Education</td>
</tr>
<tr>
<td>Introduce the Social and Emotional Learning curriculum into the school system.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>K-12 Education</td>
</tr>
<tr>
<td>Provide $17 million for the Child Care Services Subsidy Program to reduce costs for individual families.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>Child Care Services</td>
</tr>
<tr>
<td>Provide $11 million to continue the Operating Grant Program which improves accessibility of child care for low and middle income families.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>Child Care Services</td>
</tr>
<tr>
<td>Provide income enhancement to qualified Early Childhood Educators working in regulated child care services to help improve the quality of child care services.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>Child Care Services</td>
</tr>
<tr>
<td>Undertake consultations to inform the development of a guiding document and phased in implementation plan for Junior Kindergarten.</td>
<td>Election Platform</td>
<td>EECD</td>
<td>Early Learning</td>
</tr>
<tr>
<td>Review bus routes and add many more stops within 1.6 KM zone.</td>
<td>Election Platform</td>
<td>EECDS</td>
<td>Corporate Services</td>
</tr>
<tr>
<td>Increase services and supports for people across the autism spectrum and their families. Allocating $2.5 million, growing to $5 million in following years to implement the Autism Action Plan.</td>
<td>Election Platform</td>
<td>HCS &amp; CSSD</td>
<td>Child Care Services</td>
</tr>
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Transition Briefing Book – Communications  
Department of Education and Early Childhood Development

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Overview of Communications
Department of Education and Early Childhood Development
May 2019

Overview
- The Communications Division of the Department of Education and Early Childhood Development is responsible for all communications activities. This includes:
  - Providing strategic communications counsel and support to the Minister and Department Executive;
  - Managing media inquiries from traditional media outlets;
  - Managing the Department’s Twitter account and providing content for the Government of NL’s social media channels;
  - Conducting communications planning related to Cabinet submissions and other significant initiatives or issues;
  - Preparing materials for the Minister for the House of Assembly;
  - Preparing communications plans for the provincial Budget;
  - Undertaking communications planning for public consultations;
  - Preparing news releases, and other associated materials for public announcements and activities; and
  - Providing input and review of all public documents prepared by the Department.

- The Division reports to the Minister, Deputy Minister, the Associate Secretary to Cabinet (Communications), Executive Council and the Premier’s Office communications staff.
News Releases and Ministerial Statements
Department of Education and Early Childhood Development
May 2019

EECD News Releases and Ministerial Statements

September 2019 – April 2019

September
Minister Welcomes Back Students and Staff, Introduces New Curriculums
Premier Marks Progress on Education Action Plan

October
Media Advisory: Minister to Speak at Early Childhood Educators Conference
Minister Announces Over $195,000 for Labrador West Child Care Centre
Media Advisory: Minister to attend Makerspace Event in Grand Falls-Windsor
Accessible Playground Equipment Supports Ongoing Efforts to Enhance Inclusivity of Play at Provincial Schools

November
Media Advisory: Minister to Speak at Federation of School Councils Biennial Meeting
Provincial Government Issues Public Tender to Construct New Primary School in Bay Roberts
Ministerial Statement - Provincial Government Recognizes International Education Week
Media Advisory: Minister to Make Child Care Announcement in Happy Valley-Goose Bay
Minister Announces Additional Child Care Support for Happy Valley-Goose Bay Families
Media Advisory: Minister to Attend Annual Business Case Competition in Grand Falls-Windsor
Provincial Government Recognizes National Bullying Awareness Week
Ministerial Statement - Provincial Government Celebrates National Child Day
Media Advisory: Minister to Attend 60th Anniversary of Boys and Girls Club Event in Buchans
Media Advisory: Minister to Attend UNESCO Meetings in Belgium

December
New Online Young Worker Occupational Health and Safety Course Launched
Media Advisory: Minister to Attend Exploits Valley High Awards Ceremony in Grand Falls-Windsor

January
Provincial Government Reaches Tentative Collective Agreement with the Newfoundland and Labrador Teachers’ Association
Provincial Government Issues Request for Proposals to Construct New Intermediate School in Paradise
Media Advisory: Minister to Participate in School Literacy Event at Holy Family Elementary in Paradise
News Releases and Ministerial Statements
Department of Education and Early Childhood Development
May 2019

February
Nominations Now Being Accepted for the 2019 Inclusive Education Award
Minister Celebrates the Contributions of Teachers and Staff
Provincial Government Awards Contract to Construct New Primary School in Bay Roberts
Provincial Government Issues Final Public Tender to Complete Work at Bishop Feild Elementary
Minister Celebrates Pink Shirt Day and Announces Safe and Inclusive Schools Award Recipients
Provincial Government Invites Input as Part of Review of Schools Act, 1997

March
Ministerial Statement – Minister Recognizes Education Week in Newfoundland and Labrador
Provincial Government Reaches Collective Agreement with Newfoundland and Labrador Teachers’ Association
Media Advisory: Minister to Address Student Mentorship Session of Construction Association Conference
Media Advisory: Minister to Bring Greetings at Lakecrest School Musical Production in St. John’s
Ministerial Statement - Call for Nominations for the Inclusive Education Award
Government Invites Input on Junior Kindergarten
Minister Highlights Progress Through the Education Action Plan

April
Minister Provides Update on Review of Schools Act
Corner Brook Regional High Student Named 2019 Lester B. Pearson Scholar
Capital Renovation Grants Assist Child Care Providers in Making Quality Improvements
Students Reminded Provincial Government Accepting Applications for Summer Programs in French
Ministerial Statement - Minister Provides Update on Mathematics Bursary Program
Ministers Release Autism Action Plan
Key Events
Department of Education and Early Childhood Development
May 2019

Key Events

January
- National Family Literacy Day: This is an initiative created by ABC Life Literacy Canada to raise awareness about the importance of reading and engaging in literacy-related activities. The Minister usually visits a primary or elementary school to participate in a reading event with students.

February
- National Inclusive Education Month: During the month, the Provincial Government, through the Newfoundland and Labrador Association for Community Living, invites nominations for the Inclusive Education Award. The award is presented annually to a K-12 school in the province for outstanding efforts to develop and design classrooms, programs and activities so that all students can participate in all aspects of school life. A news release is issued and the Minister participates in the award presentation in May.
- Teacher/Staff Appreciation Week: The week was initiated by the Canadian Home and School Federation in 1988 to recognize the work of teachers, early childhood educators, administrators and school staff. A news release is issued and a visit to a school may be arranged to highlight the week.
- Pink Shirt Day: Pink Shirt Day is celebrated in schools across the province to bring awareness to bullying and promote kindness in schools and communities. The Minister attends an event at a school. During the week, the Department also announces the recipients of the Safe and Inclusive Schools Award, which is funded by the Provincial Government, and is shared among 30 schools.

March
- Education Week: This week is an initiative of the Newfoundland and Labrador Teachers’ Association (NLTA). A news release or Ministerial Statement is issued by the Department and the Minister may attend an opening ceremonies event, hosted by the NLTA.
- Skills Canada Provincial Competition and Awards Ceremony: The annual event is an initiative of Skills Canada Newfoundland and Labrador to raise awareness among high school and post-secondary students about careers in the skilled trades. An invitation to participate is extended to the Ministers of Education and Early Childhood Development and Advanced Education, Skills and Labour.
- Multiculturalism Week/Sharing our Cultures: The week highlights and celebrates multiculturalism, ending with an event hosted by Sharing Our Cultures, an organization which works in the K-12 school system to promote multiculturalism and provide students and teachers with the tools to share cultures. The Minister of Education and Early Childhood Development, as well as the Minister of Advanced Education, Skills and Labour, which is responsible for the Office of Multiculturalism and Immigration, participate in the event.
Key Events
Department of Education and Early Childhood Development
May 2019

April
- Announcement of Lester B. Pearson Scholarship winner: The scholarship is valued at $50,000 over two years for pre-university students in the International Baccalaureate Program at Pearson College, a United World College in Victoria, British Columbia. The Provincial Government contributes $34,000 to the scholarship.
- NLTA Biennial General Convention: The Minister is extended an invitation to address the convention, which includes representation from the Associations’ members and focuses on the business of the Association and issues of importance in education.
- Eastern Newfoundland Science and Technology Fair: The fair is hosted by the Eastern Newfoundland Science Fairs Council and showcases science projects prepared by students. The event is typically covered by local media. An invitation is extended annually to the Minister.

May
- Presentation of Inclusive Education Award: The event is hosted by the NL Association for Community Living and takes place in St. John’s. An invitation is extended to the Minister to present the award.
- Provincial Early Childhood Educators’ Week: This is an event of the Association of Early Childhood Educators of Newfoundland and Labrador. Each year, the Minister responsible is invited to sign a proclamation. A news release is issued to acknowledge the week and the work of early childhood educators.
- YMCA Enterprise Olympics Conference: Enterprise Olympics is a provincial entrepreneurship program that reaches thousands of students annually and comprises three competitions, as well as a year-end provincial conference. An invitation is extended annually to the Minister.

May/June
- Newfoundland and Labrador Teachers’ Association Ceremony of Induction: The ceremony recognizes the completion of professional studies in the Faculty of Education at Memorial University. An invitation is extended annually to the Minister.
- Canadian Parents for French Awards Ceremony: Canadian Parents for French – Newfoundland and Labrador recognizes volunteers, teachers, students and administrators throughout the province for their efforts and contribution to the promotion of French education. An invitation is extended annually to the Minister.
- Recognition of the last day of school: A news release is issued annually to recognize the final day of the school year and to wish students, teachers and staff a safe and enjoyable summer break. Media interviews may also be arranged at this time.

July/August
- Provincial Government releases high school transcripts, the provincial results for public exam courses.
Key Events
Department of Education and Early Childhood Development
May 2019

September
• School reopening: A news release is issued to welcome students, teachers and staff back to school. This is also an opportunity to highlight government initiatives and commitments and media interviews may also be arranged at this time.

October
• Annual Provincial Association of Early Childhood Educators of NL Conference: The Association is a non-profit organization dedicated to professionalism in Early Childhood Education and to quality child care and education for young children.
• World Teachers Day: The day was established by the United Nations Educational, Scientific and Cultural Organizations (UNESCO) in 1994 and is celebrated annually on October 5. A news release has been issued from the Minister to recognize the dedication and contributions of teachers and educators in this province.

November
• Biennial Meeting of the Newfoundland and Labrador Federation of School Councils: The council is a non-profit organization committed to enhancing the quality of school programs and improving student achievement in schools throughout the province. An invitation is extended annually to the Minister.
• International Education Week: The week celebrates the benefits of international education, and raises awareness and understanding through activities and events undertaken by government, educational institutions, stakeholder groups, and individuals.
• Announcement of recipients of the Provincial Scholarship Program: The scholarships, valued at a total of $200,000, recognize high school graduates for their hard work, dedication and academic achievements. A total of 201 scholarships are awarded annually.
• National Bullying Awareness Week: The week was the idea of an individual parent 18 years ago, who subsequently created a website www.bullying.org. It provides an opportunity for students, educators and parents to get involved and work together on preventing bullying through education and awareness. A news release or Ministerial Statement is usually issued to acknowledge the week and highlight relevant government services or programs.
• National Child Day: This is a celebration of children’s rights, which commemorates Canada’s adoption of two documents focused on children’s rights: the United Nations Declaration of the Rights of the Child and the United Nations Convention on the Rights of the Child. A Ministerial Statement is prepared for the House of Assembly and all members wear a blue ribbon in recognition of the day.

December
• Computer Science Education Week: This is an annual event dedicated to inspiring K-12 students to take an interest in computer science.
Media Activity
Department of Education and Early Childhood Development
May 2019

Traditional Media
- Since January 2019 the Department of Education and Early Childhood Development received over 30 media inquiries from local and national media outlets including:
  - Local: CBC Radio and TV, NTV, VOCM, Le Gaboteur
  - National: Ottawa Sun, Canadian Press, CBC Toronto, CBC National, Times and Transcript, Moncton, Agence France-Presse.
  - Topics included provincial library funding, school busing, class sizes, ban on cell phones, child care, student support in classrooms, and updates on Bishop Field rehabilitation project. ***Full listing provided on following page.
- Most media outlets are seeking information, with few requesting an interview with the Minister or department official.
- From March 2018 to April 2019, the Minister conducted approximately eight media interviews. Some of these were in response to requests from media while others were proactively sought by the Communications Division.

Social Media
- The Department of Education and Early Childhood Development is responsible for a Twitter account which is administered by the Communications Division.
- @EDU_GovNL currently has just over 5,100 followers.
- On average EECD twitter account earns more than 60,000 impressions a month
- Examples of recent top tweets include:
  - Minister @ahawkins790 announced $6.5 million in Capital Renovation Grants has been allocated to 59 child care service providers through the $22 million three-year bi-lateral agreement with the Federal Government for early learning & child care investments. releases.gov.nl.ca/releases/2019/ ... pic.twitter.com/jcktJlbPbD (Tweet earned 3,263 impressions).
  - $9M in #NLBudget2019 will support additional resources in the classroom – more reading specialists, teacher librarians, teacher learning assistants, and ESL teachers (3,278 impressions)
  - Education and Early Childhood Development NL @EDU_GovNL
  - Students, teachers and staff in NL will celebrate @pinkshirthday, tomorrow (February 27) to bring awareness to bullying and promote kindness in schools and communities. #PinkShirtDay2019 (11,923 impressions)
  - Did you know that a two parent family with a net family income of $65,000 needing child care for 2 preschool-age children and 1 infant is eligible for a child care subsidy of approximately $1,050 a month? Visit ed.gov.nl.ca/edu/family/chi (Tweet earned 780 impressions).
  - It is very encouraging to see these improvements in child care fees in St. John’s such as: 12.5% decrease in preschooler fees since 2017; 16% drop in toddler fees since 2014; and 30% decrease in infant fees since 2014 (2,691 impressions).
Media Activity
Department of Education and Early Childhood Development
May 2019

- Are you a grade 9 or level 1 student? Are you looking to improve your French language skills? #GovNL is accepting applications for summer programs in French. Apply now! Deadline is April 18. For more information visit ed.gov.nl.ca/edu/k12/French (Tweet earned 3,070 impressions).
Media Requests
Department of Education and Early Childhood Development
May 2019

Media Requests

Provincial
• 1.6 kilometre busing policy and the courtesy seating issue/school bus monitoring
• Ban on Cell phones in the classroom
• Class Cap size K - 12
• Indicator School Reports
• Demand for Substitute Teachers is Increasing
• Student support in the classroom
• Curriculum changes
• Curriculum for LGBTQ
• GSA in Schools
• Schools Act Review
• Provincial Libraries System Budget
• Child Care Initiatives in the province
• Call for National Child Care Program in Province
• Update on the new Francophone School
• Reopen School for the Deaf
• Replacement of new school for Bay D’Espoir Academy destroyed by Fire in January 2017
• Update on Premier’s Task Force on Improving Educational Outcomes Recommendations
• Provincial Assessments discontinued
• Auditor General’s Report - NLESD
• Update on Bishop Field
• Conseil scolaire francophone Budget

National
• Ban on cell phones in the classroom
• Class size
• Curriculum changes to high school courses
• What’s being taught in the classroom
• Indicator School Reports
• Teacher Certification
• Absenteeism in the Classroom
• Child Care Report
• Teacher certification/discipline/criminal checks
• Is there an Indigenous curriculum in NL
• Cannabis use in teen resources
• Call for National Child Care Program
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Department of Education and Early Childhood Development

Title: Child Care

Issue: An Overview of Child Care Programs

Background and Current Status:
- ‘Caring For Our Future’ (10-year child care strategy) was launched in 2012 to address the three pillars - quality, sufficiency and affordability of regulated child care in the province.

- A review of the child care legislation was completed as a commitment under the 10-year child care strategy and, as a result, a new Child Care Act and Regulations were developed and came into force on July 31, 2017.

- The intent of legislation, policy and standards for regulated child care services is to promote healthy child development during the early years and ensure a safe, nurturing and inclusive learning environment for the children who participate.

- A review of the Child Care Inclusion Program was completed and changes were implemented in 2016 as a commitment under the 10-year child care strategy.

- The Child Care Inclusion Program provides consultative and financial assistance to regulated child care services to support the inclusion of all children, including those with exceptionalities, to participate to their fullest potential in regulated child care programming. Through this program, financial supports are available to enhance the caregiver to child ratio via funding an additional caregiver or reducing the caregiver to child ratio via funding one or two spaces to remain vacant. There are approximately 127 active inclusion supports (March 31, 2019).

- The 10-year child care strategy was further supported by the signing of the ‘Canada-Newfoundland and Labrador Agreement on Early Learning and Child Care’ on December 15, 2017. This agreement provides federal funding of $7.4 million annually and sets new benchmarks and targets for the following three years. The agreement allocates just over $22 million, over three years to Newfoundland and Labrador for early learning and child care.

- The bilateral agreement has allowed the provision of enhancements to existing programs under the 10-year child care strategy (e.g., Operating Grant Program; Child Care Subsidy Program; Child Care Capacity Initiative Funding; Early Childhood Education grants and bursaries).
• The bilateral agreement has allowed the development of new programs to enhance the quality pillar (e.g., Capital Renovation Grant - a one-time grant for existing regulated child care services that are currently in receipt of a waiver(s) for physical space under the new legislation; development of a quality improvement program).

Analysis:
• **Voluntary Operating Grant Program**
  - The Operating Grant Program (OGP) is a key component of the Canada-Newfoundland and Labrador Early Learning and Child Care (Bilateral) Agreement, which in turn supports the Province’s 10-year child care strategy.
  - Launched in December 2014 as a commitment of the 10-year child care strategy, OGP helps to address the affordability of child care services for families with young children throughout Newfoundland and Labrador, by requiring participating child care centres to lower their rates to current child care subsidy daily rates.
  - All regulated child care centres are eligible for the grant basic rate; however, in October 2015, a 15 per cent escalator was introduced for Centres that could demonstrate that their operational costs were higher than average costs.
  - In 2017, the Department completed a province-wide review of the OGP with opportunities for stakeholders to participate via survey or in person and Round Table discussions.
  - In February 2018, with the announcement of the Canada-Newfoundland and Labrador Early Learning and Child Care Bilateral Agreement, the OGP grant range increased.
  - Increased operating grants to participating licensed child care centres has resulted in an increase of approximately 1000 more affordable child care spaces.
  - An operating grant program is in development for family child care homes and will encompass the already existing Family Home Infant Stimulus Grants for infant homes ($200/month per infant).
  - The addition of the family child care home component to the OGP anticipates an increase in the number of affordable child care spaces by approximately 360 spaces by 2020 in homes that choose to participate in the grant program.
  - Currently there are over 126 child care centres availing of the operating grant, representing:
    - 65 per cent of the child care centres province wide;
    - More than 4700 child care spaces from birth to age 12; and
    - More than 50 centres in Metro Region.

• **Child Care Services Subsidy Program (Currently under Review)**
  - The Child Care Subsidy Program is an income-tested program designed to assist families with the cost of child care fees at regulated child care services. The Child Care Subsidy Program enables eligible families to access regulated child care services by eliminating or reducing cost within available resources.
In 2015, the net family income threshold for full subsidy was $27,000. In 2017 this increased to $32,000, and the bilateral agreement will assist in a further enhancement by increasing the net family income threshold to $35,000 on July 1, 2019.

It is anticipated that this will provide an additional 100 families with a full subsidy and a partial subsidy to an additional 60 moderate-income families, and will eliminate or reduce child care costs for approximately 540 children by 2020.

- **Child Care Capacity Initiative**
  - The child care capacity initiative provides funding to not-for-profit community groups to develop child care spaces in underserviced areas; and covers such things as: needs assessments; renovation/building costs; and equipment purchase – based on the number of spaces to be created.
  - Once the service is operational it receives funding under the Operating Grant Program to make the spaces affordable for families.
  - In February 2018 the eligible funding categories were updated as part of the bilateral agreement, thereby creating more accessible and affordable spaces for families.
  - Child Care Capacity Initiative projects in areas such as Labrador West, Happy Valley-Goose Bay, and Port-aux-Basques, in the past year, have increased access.
  - Since 2015, close to 900 new child care spaces have been created across the province. This includes 167 spaces created last year under the Child Care Capacity Initiative and more are anticipated by 2020.

- **Early Childhood Education Bursaries**
  - Early Childhood Education Bursaries provide funding to improve recruitment and retention of qualified early childhood educators in regulated child care services by reducing student debt.
  - Enhanced grants, bursaries and professional learning opportunities for Early Childhood Educators under the bilateral agreement include:
    - Removal of the cap on the number of courses claimable per year under the ECE Trainee Bursary, doubling the number of courses claimed this year over last year;
    - Increasing the Early Childhood Education On-Campus Field Placement Bursary from $1,200 to $2,500; and
    - Increasing the Early Childhood Education Graduate Bursary from $5,000 to $7,500 with a return service agreement of three years in the regulated child care sector in the province.

- **Early Learning and Child Care Supplement:**
  - The Early Learning and Child Care (ELCC) Supplement Program provides funding to eligible Early Childhood Educators (ECEs) working in regulated child care services (child care centres, family child care homes, and family child care agencies).
  - The intent of the program is to attract a greater number of qualified individuals to work with children in regulated child care settings.
As part of a Ministerial Mandate Letter commitment ($3/hour increase over three years) the ELCC Supplement was increased:

- effective April 1, 2017 based on public consultation, the increase recognized both the level of certification and the position held by the individual. As a result:
  - Early Childhood Educators (Child Care Centre or Family Child Care): saw an increase (based on their level of certification) between $2,840 and $5,340 annually;
  - Child Care Centre Administrators: saw an increase (based on their level of certification) between $2,500 and $3,500 annually; and
  - Family Child Care Agency Monitors: became eligible to apply for the ELCC Supplement (effective April 1, 2017).
- effective April 1, 2018 the second ELCC Supplement increase provided a $2,100 per annum increase across all positions/categories; and
- in Budget 2019, the third and final increase will see all categories reach a minimum of the initial $3/hour commitment.

Action Being Taken:
- No significant issues or actions being taken at this time.

Prepared/Approved by:  T. Pardy / M. Goss-Prowse / E. Churchill / B. Gardiner

May 13, 2019

BN/19/46
Department of Education and Early Childhood Development

Title: Office of the Child and Youth Advocate Special Report on Trans Youth

Issue: To provide an overview of the Office of the Child and Youth Advocate Special Report on Trans Youth in Newfoundland and Labrador.

Background and Current Status:

- The Office of the Child and Youth Advocate Special Report on Trans Youth in Newfoundland and Labrador (the Report) was released on May 27, 2019. It presents the stories and experiences shared by young people who have direct experience with gender diversity, and specifically, transgender issues.

- The Child and Youth Advocate’s message, at the beginning of the Report, states, “I hope the Government of Newfoundland and Labrador will lead by example and place the needs of these young people firmly in its agenda. Leadership by example will set a tone for inclusive thinking and action throughout the province.”


- To inform the Report, a total of 18 young people participated in two sessions, held on the Avalon Peninsula, to answer a series of questions (Annex B). Some participants came from other areas of the province; however, the findings are not derived from a provincial consultation. The report focuses on school, medical, and social support services.

- Challenges reported from a school perspective include:
  - Names - Youth identified concerns with having their names respected, correctly recorded, and used consistently. Name policies and practices vary from school to school. PowerSchool, the school operations student information system, is seen as contributing to misnaming as participants said they have been told that no changes can be made to their names as legal names are required for report cards; PowerSchool generates the lists of names for class attendance.
  - Washrooms - Some youth reported being prevented by teachers or administrators from using the washroom that corresponds with their gender. In other cases, students requested gender-neutral washrooms, but these facilities are not always safe or accessible spaces.
  - Curriculum - Youth talked about the importance of being able to see themselves reflected in curriculum, and that they want to learn about different subjects in an inclusive way. Having the language to describe their own existence is seen as fundamental.
• Lack of Understanding - The lack of understanding of gender diversity, among many teachers and administrators, surfaced as the common theme of the challenges faced at school by trans youth. The need for widespread professional development on gender diversity was discussed.

• Of the five recommendations (Annex C) provided in the report, two directly mention the Department of Education and Early Childhood Development (EECD):
  o Recommendation 2: Regional Health Authorities, school districts, the Department of Education and Early Childhood Development, the Department of Health and Community Services, the Department of Justice and Public Safety, and the Department of Children, Seniors and Social Development offer mandatory professional development and in-service training opportunities on gender diversity for professionals who work with children and youth.
  o Recommendation 3: Department of Education and Early Childhood Development review and revise curriculum for K-12 education to incorporate content on gender diversity and to ensure gender diversity is reflected in its materials.

• Two other recommendations also relate to EECD, as they deal with mandatory curriculum content for students of Memorial University's Faculty of Education, and the provision of resource personnel by the school districts to help gender diverse young people.

Analysis:
• Many of the issues identified by the focus group participants are currently being addressed by EECD and the school districts.

• PowerSchool set-up has been modified to accommodate the use of a preferred name; the system also contains the legal name. Preferred name is reflected in all PowerSchool portals (administration, teacher, parent, substitute), as well as in GradeBook, SchoolMessenger, and Review 360 (behaviour management system). As a result, the list of names for class attendance and report cards will reflect the preferred name. The name listed on documents generated for June 2019 public exams is the legal name, as the preferred name field is a recent modification to PowerSchool; this matter will be considered moving forward. Transcripts must continue to reflect the legal name.

• In the area of curriculum, inclusivity is currently being reflected:
  o For Health education at the primary level, EECD authorized resources contain visuals and content reflective of gender diversity.
  o Diversity is a consideration when selecting new resources for courses, and when developing new curriculum. EECD is committed to reflecting LGBTQ2S inclusion in the curriculum.
  o For Religion/Social Justice courses, tolerance and the ethics of respecting the individual are common themes.
Towards Recovery: A Vision for a Renewed Mental Health and Addictions System for Newfoundland and Labrador, released in March 2017, recommended the development and implementation of a comprehensive school health and wellness framework that includes evidence-based mental health promotion, prevention, and integrated, early intervention programs in schools, which:

- focus on social and emotional learning;
- are embedded in curriculum at every grade;
- help students identify, understand and deal effectively with stress and anxiety; and,
- include content on diversity, social inclusion, social determinants of health and stigma reduction.

Work is progressing on the implementation of this recommendation, allowing for a holistic approach to meeting the needs of students. The Education Action Plan includes recommendations specific to social emotional learning (SEL) and student mental health and addictions learning outcomes in curriculum. EECD has developed a Curriculum Foundation Document (K-12) and professional learning (PL) products for SEL. EECD, the school districts, and select administrators and teacher representatives have participated in PL related to SEL. Recommendation 17 of the Education Action Plan deals with EECD, the Department of Children, Seniors and Social Development, and the Department of Health and Community Services implementing and supporting the Comprehensive School Health Framework of the Pan-Canadian Joint Consortium for School Health. The comprehensive school health model builds capacity to incorporate well-being as an essential aspect of student achievement; the model addresses social and physical environment, teaching and learning, policy, and partnerships and services. Select schools will pilot a renewed health curriculum in September 2019, which focuses on SEL skill development.

- While work in the area of curriculum will lead to an increase in understanding of gender diversity, other specific ongoing work in this area includes:
  - LGBTQ2S Awareness in-person training sessions for teachers commenced in spring 2016, and concluded May 2019. To complement this one-day session, online professional learning modules have been created to support continued learning and serve as a resource for new teachers entering the education system.
  - The EECD Safe and Caring Schools Policy (2013) includes guidelines for supporting students and staff with diverse sexual orientation, gender identity, and gender expression. A resource specific to discussing gender diversity in the classroom is available to educators. The Newfoundland and Labrador English School District employs 10 Program Itinerants for Safe and Inclusive Schools who work to promote the Safe and Caring Schools Policy across the province. The Conseil scolaire francophone provincial (CSFP) de Terre-Neuve et Labrador does not have a Program Itinerant specific to this matter; however, CSFP is responsible for implementation of the Safe and Caring Schools Policy.
- EECD encourages schools to establish a Social Justice club or a Gay-Straight Alliance (GSA). A GSA is a student club, with one or two teachers who serve as faculty advisors, which works to make the school more welcoming for all members of the school community, regardless of sexual orientation and gender identity. A GSA resource kit has been provided to all intermediate and high schools, and is available on the EECD website.

- The Guidelines for LBGTQ Inclusive Practices under the Safe and Caring Schools Policy directs schools to provide safe access to washroom and change-room facilities. The Guidelines note, “all students have the right to use facilities, such as washrooms and change rooms, that they are comfortable using and which are congruent with their sexual orientation, gender identity and gender expression.” Schools should do their best to provide gender-neutral washroom facilities.

- The Department of Transportation and Works (TW) is the lead department for management of education infrastructure, including new developments, renovations, and upgrades. EECD continues to have discussions with TW regarding areas in schools that should be gender-neutral, including physical education change rooms and washrooms.

Action Being Taken:
- EECD will continue to work to ensure inclusivity in schools.

Prepared/Approved by: J. Manning / B. Clarke / E. Churchill / B. Gardiner

Ministerial Approval: Hon. Brian Warr

May 29, 2019

BN/19/60
Annex A

Articles within the United Nations Convention on the Rights of the Child that are identified in the Office of the Child and Youth Advocate Special Report on Trans Youth in Newfoundland and Labrador as relevant to the discussion on trans youth issues:

Article 2
1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3
1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4
States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 12
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 16
1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 19
1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 24
1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
   a) To diminish infant and child mortality;
   b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
   c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
   d) To ensure appropriate pre-natal and post-natal health care for mothers;
   e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 28
1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
   a) Make primary education compulsory and available free to all;
   b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
   c) Make higher education accessible to all on the basis of capacity by every appropriate means;
   d) Make educational and vocational information and guidance available and accessible to all children;
   e) Take measures to encourage regular attendance at schools and the reduction of dropout rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29
1. States Parties agree that the education of the child shall be directed to:
   a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
   b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
   c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living,
the country from which he or she may originate, and for civilizations different from his or her own;

d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

**Article 39**
States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.
Annex B

Questions posed at group discussion sessions (as listed on page 4 of the Report):

- Can you tell me about your experiences with:
  - doctors, medical staff, and psychiatry?
  - school administration and teachers?
  - social programs?

- What have these experiences been like for you?

- What is working and what do you like?

- What is not working and what do you not like?

- What are some of the challenges and barriers?

- What do you think might help to remove these barriers or help you feel safer in these spaces?

- What would you like to see changed/made different to make these spaces/responses better/safer for trans young people?

- If you could redesign these services/responses with youth in mind, what would these look like and what do you think your experience would be like?
Annex C

Recommendations contained in the *Office of the Child and Youth Advocate Special Report on Trans Youth in Newfoundland and Labrador:*

**Recommendation 1:** Memorial University's Faculty of Medicine, Faculty of Nursing, School of Social Work, Centre for Collaborative Health Professional Education and Faculty of Education offer mandatory curriculum content on gender diversity for students.

**Recommendation 2:** Regional Health Authorities, school districts, the Department of Education and Early Childhood Development, the Department of Health and Community Services, the Department of Justice and Public Safety, and the Department of Children, Seniors and Social Development offer mandatory professional development and in-service training opportunities on gender diversity for professionals who work with children and youth.

**Recommendation 3:** Department of Education and Early Childhood Development review and revise curriculum for K-12 education to incorporate content on gender diversity and to ensure gender diversity is reflected in its materials.

**Recommendation 4:** Regional Health Authorities and school districts identify resource personnel to help gender diverse young people and their families navigate their respective systems to provide information and to identify and locate needed resources, supports and information, and to ensure personnel are knowledgeable and supported in this role.

**Recommendation 5:** The Department of Children, Seniors and Social Development ensure provincial access for gender diverse young people to shelter space that is safe and accessible.
Title: Deaf and Hard of Hearing Supports

Issue: To provide an overview of deaf and hard of hearing services and supports for students in Newfoundland and Labrador.

Background and Current Status:

- Prior to 1964, students from Newfoundland and Labrador (NL) who were deaf and hard of hearing (DHH) attended schools for the deaf in Amherst or Halifax, Nova Scotia, or Montreal, Quebec. The first NL School for the Deaf opened in Pleasantville in September 1964; it was resituated to a former Royal Canadian Air Force building, Torbay, in September 1965, and operated at that site for 22 years. Following the recommendations of the 1979 Task Force on Education and a review of educational supports for the DHH, a new school for the deaf was built on Topsail Road, St. John's, and opened in May 1987.

- The Newfoundland School for the Deaf (NSD) located at Topsail Road was designed to accommodate both day students and residential students. The design of the NSD facility took into consideration the following:
  - development activities of preschool to high school students;
  - extra-curricular accessibility by both the hearing and Deaf communities;
  - mobility access;
  - small and large spaces to promote social interaction;
  - spaces that promote and respect the privacy of the individual student;
  - areas that provide the opportunity for independence (e.g., kitchen area); and
  - outdoor play areas.

- Services that were offered at NSD included language development programs, audiological services, a resource centre, a residential program, and a Cadet Corps program. A more comprehensive list of services is available in Annex A.

- NSD closed in August 2010. This, combined with declining student enrolment, cochlear implants, and movement toward inclusive education has changed the landscape of education for students who are DHH in NL.

- There are currently 366 children in NL under the Newfoundland and Labrador English School District (NLESD), ranging from preschool level to Grade 12, identified as having some degree of hearing loss. NLESD has assigned 18.5 itinerant teacher positions, located across the province, to provide support to these children; there is also one classroom-based teacher for the deaf, assigned to a student who has complex needs. NLESD also employs two auditory verbal therapists to support students fitted with cochlear implants, and one educational audiologist. Further details are provided in Annex B.
Current school-based services for students who are DHH are determined by an individual student's program planning team. In addition to direct supports from teachers or itinerant teachers for students who are DHH, additional accommodations may include:
- assistive technology;
- modified prescribed courses (delivered by classroom teachers);
- alternate course(s), program(s), or curriculum delivered by an instructional resource teacher, speech language therapist, auditory verbal therapist, and/or teacher or itinerant teacher for students who are DHH;
- student assistant;
- alternate transportation; and
- American Sign Language interpreter.

A program planning team may recommend services not currently available within the current school staff complement. In such situations, the administrator will consult with district staff. This may result in district staff support, professional learning/capacity building opportunities for school staff, and/or a request to the Department of Education and Early Childhood Development (EECD) for additional support.

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial agency, established in 1975. APSEA was created via joint agreement among the Ministers of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island; operational costs are shared among the four provinces. APSEA provides educational services, programs, and opportunities for persons from birth to 21 years of age with low incidence sensory impairments, including children and youth who are deaf, hard of hearing, blind, or visually impaired.

Unlike the other Atlantic Provinces, NL did not avail of intensive supports via APSEA for students who are DHH, as NL had NSD; other Atlantic provinces did not have this level of services. However, since NSD no longer exists, EECD has been engaging with APSEA to explore how APSEA could support the school districts, with services for students who are DHH; this may include management resources. NL has a different model than the other Atlantic Provinces, in that APSEA directly hires staff for the other provinces.

In addition to working with APSEA to identify ways to augment current services, EECD Executive and senior management have had consultations with the following groups:
- Coalition of Persons with Disabilities;
- Newfoundland and Labrador Association of the Deaf; and
- Canadian Hard of Hearing Association, Newfoundland and Labrador.

A comprehensive review of DHH services and supports has begun. EECD is working collaboratively with NLESD during this process.
• Concerns about the level of supports for students in NL who are DHH have been raised; stakeholders contend that more needs to be done. This was the topic of news articles during the recent Provincial Election. A sample of references in local media are included in Annex C.

Analysis:
• Student Supports Services, Programs and Services Division, recommends that the Department continue to work with NLESD in the review of current services for students in NL who are DHH. This will allow for identification of any current gaps and inform next steps. In addition to supports for students who are DHH, it is recommended that supports for students who are blind or visually impaired also be included in such a review.

Action Being Taken:
• To be determined.

Prepared/Approved by: J. Manning / B. Clarke / E. Churchill / B. Gardiner

May 16, 2019

BN/19/56
Annex A

Services provided at the Newfoundland School for the Deaf included:

- Preschool services to foster early language development (oral and signing). This Home-Parent Program provided both direct and consultative services to families and extended families to foster language development within the home.

- Speech-language pathology services. These were available for the last five years of operation of the NSD.

- Audiological services, including testing, hearing aid evaluation, ear mold impressions, fm (frequency modulation) equipment needs, assessment and monitoring, and professional consultations.

- A Resource Centre offering specialized curriculum materials, including captioned materials, special books and publications, and resources relating to deafness to supplement the learning resources authorized by the Department of Education. The Resource Centre at NSD had specific material relating to deafness for use by students, parents, teachers and other professionals.

- A Residential Program offering access to support workers who used American Sign Language (ASL) to help foster communication. The support workers provided academic assistance by helping with homework/tutoring. They also provided the link between community and school by offering a variety of group and individual activities both on and off campus. These included Scouts/Guides, Cadets, art, skating, martial arts, crafts, basketball, and aerobics. All these activities were offered in ASL. The Cadet Program allowed students the opportunity to network with other deaf students in various parts of Canada.

- Academic programming in classrooms that had low student-teacher ratios. Curriculum was modified to meet individual needs of students.

- A school building that was acoustically treated to ensure an optimal listening environment. Visual alarms and signaling devices, captioning equipment, cable television with an internal text channel, and a telephone device for the Deaf (TDD) ensured life safety and communication. Consideration was also given to increased humidity to reduce static electricity and interference with hearing devices, and lower frequency electrical systems to reduce interference with hearing devices.

- An enhanced visual environment that ensured lighting was optimal for manual communication (signing).
- Guidance services provided in ASL. This professional was familiar with hearing loss and issues related to deafness.

- Drama classes offered in ASL, to foster creativity, self-esteem, and deaf cultural awareness.
### Annex B

**Itinerant Teachers for Students who are Deaf and Hard of Hearing**

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Number of Students with Hearing Loss</th>
<th>Students using American Sign Language (ASL) (of total number of students with hearing loss)</th>
<th>Itinerant Teacher Allocation</th>
<th>Itinerant Teacher Caseload</th>
<th>Additional Information</th>
<th>Total Number of Students</th>
<th>ASL Users (incl. in total number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avalon</td>
<td>192</td>
<td>12 Itinerant Teachers 1 classroom based teacher</td>
<td>Teacher #1</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher #2</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher #3</td>
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<td></td>
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<td>Teacher #4</td>
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<td>Clarenville - 1 Teacher</td>
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<td></td>
<td></td>
<td>Burin - 1 Teacher</td>
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<td>Western</td>
<td>70</td>
<td>0 Itinerant Teachers 4 Itinerant Teachers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Stephenville - 1 Teacher</td>
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<td></td>
<td>South Coast</td>
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<tr>
<td>TOTAL</td>
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<td></td>
<td></td>
<td></td>
<td>366</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
Annex C

Sample of News Articles re Services for Children who are Deaf and Hard of Hearing

- **VOCM - May 7, 2019**  
  *Needs of Deaf Students Not Being Met in Mainstream Schools*  
  Leon Mills, Executive Director of the Canadian Hard of Hearing Association, NL Branch, indicates that there are only about 20 instructors for the entire province for students who are deaf or hard of hearing. The article states, “Mills says most of them work with 20-22 students so with 20 instructional days per month, that means the teacher might get to see one student once a month.”

- **VOCM - May 4, 2019**  
  *Coalition of Persons With Disabilities Calls for More Supports for Deaf Students*  
  Nancy Reid, Executive Director, Coalition of Persons with Disabilities Newfoundland and Labrador, said “there are 326 students in the province that are eligible for inclusive, accessible learning that would be offered at a facility such as the School for the Deaf.”. She also said “there are only 16 teachers across the province with qualifications to offer such learning, leaving many students behind.”.

- **VOCM – May 3, 2019**  
  *Government Needs To Reopen School For The Deaf Says Michael*  
  The article states, “Lorraine Michael says that government needs to reopen the school for the deaf.” Michael claimed that it’s a human rights issue; she also states that it would be cheaper to reopen the school for the deaf than to give every single deaf child exactly what they need while in school.
Department of Education and Early Childhood

Title: Implementation of recommendations from the report of the Premier’s Task Force on Improving Educational Outcomes

Issue: To provide the Minister with the background and current status of government’s Education Action Plan.

Background and Current Status:
- On July 25, 2017, Premier Ball released the final report of the Premier’s Task Force on Improving Educational Outcomes. The report, *Now is the Time*, included 82 recommendations, grouped under nine focus areas:
  - Inclusive Education
  - Student Mental Health and Wellness
  - Mathematics
  - Reading
  - Indigenous Education
  - Multicultural Education
  - Early Years
  - Career and Cooperative Education
  - Teacher Education and Professional Development

- The scope of the recommendations requires leadership and collaboration across several government departments, the two school districts and the Faculty of Education at Memorial University as well as collaboration with agencies and organizations.

- The report guided the development of an Education Action Plan (EAP) which was publically released on July 13, 2018.

- The EAP provides for a five-year implementation schedule with a phase-in approach.

Monitoring and Oversight
- The EAP has a Steering Committee of Deputy Ministers in Government (Department of Education and Early Childhood Development, Department of Health and Community Services, and Department of Children, Seniors and Social Development), CEOs of the school districts, Executive Director of the Newfoundland and Labrador Teachers’ Association (NLTA) and the Dean of MUN’s Faculty of Education.

- A Secretariat within Executive Council, monitors recommendations related to implementation of the Comprehensive School Health Framework, development of a year-round child health services model, promotion of health in all policies for schools, and a renewed commitment to a model of coordination of supports for children with complex needs.
The EAP outcomes will be measured, in part, through Education and Early Childhood Development’s Performance Measurement Framework (PMF), along with measurements developed in partnering departments and institutions.

Recommendations are monitored through each working committee utilizing a consistent action work plan with Executive monitoring oversight using a dashboard metric.

The working committees are composed of professionals with diverse expertise across from government departments, the education and health systems, and the community sector; these committees report the progress on completion of recommendations to the Steering Committee.

Progress reports will be issued annually, commencing in summer 2019.

Implementation Plan

Implementation of the 82 recommendations are scheduled to occur in three phases:
- Short-term: 31 recommendations already completed or substantially underway within year one, September 2018 (Appendix II of EAP).
- Medium-term: an additional 40 recommendations will be completed or substantially underway within years two to four, September 2021 (Appendix III of EAP).
- Long-term: the remaining 11 recommendations will be completed or substantially underway by year five, September 2022 (Appendix IV of EAP).

Several recommendations of the EAP that form a new student services model are being phased in over a three-year period, with a particular emphasis on Kindergarten to Grade 6 and the necessary linkages with pre-school.
- Year one (2018-19): 40 schools, located in every region of the province, carefully selected to provide a mix of urban and rural schools; small, medium and large size student populations; and schools with Indigenous student populations;
- Year two (2019-20) an additional 40 schools (similar selection process but accounting for feeder schools); and
- Year three: all remaining 179 schools.

The new student services model includes:
- reading specialists, teaching and learning assistants, and an increase in the number of learning resource teachers; and
- inter-agency / inter-departmental partnerships

Analysis

Inclusion

A new Student Services Policy, Responsive Teaching and Learning, independent of philosophy of inclusion, is being phased in over a three-year period (Recommendation 1).
The new policy is supported by:
- Instructional Assistants (Teaching and Learning Assistants);
- School-based and district level reading specialists;
- Additional Teacher Librarians; and
- Universal Design for Learning.

- Developed a model and a plan to introduce a new level of human resource, Teaching and Learning Assistant, to the K-6 school system (R-7). 54 teaching and learning assistants were allocated for the 2019-20 school year. That number will increase to 200 by 2021.

- Introduced new protocols within EECD to enhance engagement of student support services personnel in the renewal of curriculum and new curriculum initiatives.

- Completed a jurisdictional review to inform initiatives around literacy, numeracy and self-regulation (R-8).

- Drafted an implementation plan to introduce school-wide programming for social and emotional learning and self-regulation, with implementation to commence in fall 2019 (R-4; R-2 of the Towards Recovery Action Plan).

- Drafted common terms of reference and protocols for regional committees to enable the two school districts, regional health authorities and relevant government departments to collaborate around issues impacting children and youth with complex needs (R-9). The terms of reference will be reviewed and approved by the respective departments.

- In collaboration with the Department of Health and Community Services, launched an independent capacity review to inform integrated health services that includes community nursing, speech language pathology, psychology, occupational therapy and social work (R-11). The review is scheduled for completion by the end of June 2019.

- Developed a plan with the Faculty of Education to ensure undergraduate programs offered by the Faculty include courses in exceptionalities (R-15).

- Purchased a Special Education Case Management system which will work with PowerSchool and Review 360 to replace all other data systems related to student support services. A committee is developing an implementation plan to commence rollout of the new recording system in fall 2019 (R-12).

- Hired a Program Development Specialist for assistive technologies to manage the technology library and provide appropriate professional learning to optimize the use of alternate format materials and assistive technology in schools (R-16).
Student Mental Health and Wellness

- The Secretariat within Executive Council, with the support of a committee of directors across several government departments, and working groups within HCS, EECD and CSSD as well as the school districts, is guiding the implementation of the pan-Canadian Comprehensive School Health Framework in schools (R-17). EECD, HCS & CSSD are identified as leads in the EAP. Implementation will include:
  o programming for school-wide social and emotional learning;
  o province-wide healthy eating and physical activity policies;
  o comprehensive school health in all teacher education programs at the Faculty of Education; and
  o professional development for teachers on student mental health and addictions.

- An interdepartmental committee is revising and renewing the Model for Coordination of Services for Children and Youth who require services from more than one government department (R-1d; 19c). The revisions are scheduled for completion by fall 2019.

- A committee of EECD and the school districts is revising the Guidelines for Comprehensive Assessment to decrease the number of assessments guidance counsellors must conduct and limiting guidance counsellors’ role in testing to cognitive ability instruments only (R-22).

- An interdepartmental committee is developing a model to monitor the progress of children in care that will enable provision of timely and effective intervention and supports (R-25).

- Action plans to address student absenteeism and early leavers have been drafted and are moving through the review and approval stages (R-29 and R-30).

Mathematics

- Developed a new provincial assessment framework for mathematics, similar in scope and structure to those of PISA and PCAP, which is scheduled for implementation in 2019-20 (R-32).
  o A Program Development Specialist has been hired to lead a strategy on the use of assessment information (R-33).

- Drafted new standards for teaching of mathematics, which are moving through a review process toward adoption (R-34).

- EECD provided funding ($860,000) to school districts to support the purchase of Zorbit Mathematics software for all K-3 teachers, students and parents for three years. The Zorbit Mathematics software is designed to support mathematics teaching and learning within the school setting and at home.
- Providing additional supports for teachers of mathematics
  - bursary program for K-6 teachers (R-37)
  - six mathematics specialists to support K-6 teachers (R-39)
  - commencing adjustments to the mathematics curriculum, K-12 (R-40; R-41)

Reading
- Developed a new provincial assessment framework for language arts, similar in scope and structure to those of PISA and PCAP, which is scheduled for implementation in 2019-20 (R-42).
  - A Program Development Specialist has been hired to lead a strategy on the use of assessment information (R-33).

- Developed a model of support for students experiencing reading difficulties that includes
  - A new human resource allocation – district-based reading specialists (R-47);
  - A new human resource allocation – school-based reading specialists (R-45); and
  - A comprehensive approach to early identification and intervention for students who have difficulties with reading, including early assessment tool for administration at Grade 1 (R-44).

- Developing a graduate level specialization program at the Faculty of Education, to prepare reading specialists (R-48).

- Commenced work on curriculum revisions to the primary English language arts curriculum to provide additional clarity around expectations and examine appropriate reading materials (R-51).

- Providing learning resources for school learning resource rooms/learning commons and allocating addition learning resource teachers (R-52).

- Revisions to method of calculating and reporting graduation and pass rates (R-50).

Indigenous Education
- Drafting a Framework Document for Indigenous Education to support and improve educational opportunities for Indigenous students in K – 12 and provide direction for revision of existing curriculum and development of new curriculum that reflects the history, contributions, traditions and culture of Indigenous peoples in Newfoundland and Labrador and in Canada. Consultations with Indigenous groups are ongoing (R-53).

- Drafting a new Indigenous Course Policy. Consultations with Indigenous groups are ongoing toward finalizing the policy for the 2019-20 school year (R-54).
Multicultural Education

- Developing a Framework Document for Multicultural Education that articulates a plan to address the needs of multicultural students and ensure that all students learn about multiculturalism (R-57).

- Enhancing services by improving pupil-teacher ratio of English as a Second Language (ESL) teachers (R-59a).

Early Years

- Junior Kindergarten:
  - Amending Schools Act, 1997 to enable schools to offer programs for pre-school aged children (R-62).
  - Developing a foundational document with an implementation plan (R-65).

- Communication and information sharing:
  - Developing protocols for fluid transfer of information from early years programs to Kindergarten (R-64).
  - Collaborating with the other Atlantic provinces around professional learning on self-regulation and play-based learning, early learning frameworks, and educational programs for early childhood educators (R-67).

- Expanding the Operating Grants Program to increase access to affordable, high quality early learning and child care programs (R-66).

- Providing incentives and opportunities for early childhood educators to improve their education levels (R-69).

Career and Cooperative Education

- Adopted the CAMET 2015 report "Career Education in Atlantic Canada" as foundational for career and co-operative education in Newfoundland and Labrador (R-70).

- Working with partners to develop co-operative education and apprenticeship programs / experiential learning (R-71).

- Developing communication strategies directed at high school students regarding information about program requirements at College of the North Atlantic and Memorial University (R-72).
Teacher Preparation and Professional Development

- Completed a review of standards for teacher certification across Canada to inform revisions to the *Teacher Training Act, 1970* and the ongoing work of the Teacher Certification Committee (R-75).

- Established a process of annual meetings involving NLESD, CSFP, EECD and the Faculty of Education to examine alignment of teacher education programs with the needs of the education system (R-76).

- Established a Professional Development Alliance – NLESD, CSFP, the Faculty of Education, EECD and NLTA – to partner in professional development (R-77).

- Asked for and received a report from the Faculty of Education in response to recommendations addressed to the Faculty of Education in Toward an Achieving Society, Special Matters, Focusing on Students, and Now is the Time (R-78).

- The Deputy Minister, EECD, transmitted a copy of Report of the Premier’s Task Force on Improving Educational Outcomes, Now is the Time, to the Dean of the Faculty of Education, Memorial University, with a listing of recommendations applicable to the Faculty of Education (R-79).

- Undertaking a full review of the *Teacher Training Act, 1970* (R-80).

Prepared/Approved by: R. Healey / E. Barnes / B. Gardiner

May 8, 2019

BN/19/53
Department of Education and Early Childhood Development

Title: Junior Kindergarten

Issue: Recommendation of the Education Action Plan re: Junior Kindergarten.

Background and Current Status:

- In 2016, the Premier’s Task Force on Improving Educational Outcomes was created to examine the province’s education system and make recommendations.

- Following extensive consultations, the Premier’s Task Force made a series of recommendations in the final report - Now is the Time: The Next Chapter in Education in Newfoundland and Labrador:
  - Recommendation 65 states “develop and release by June 2019, a foundational document with an implementation plan for a Junior Kindergarten program that would be accessible to all four-year-old children in Newfoundland and Labrador, using the phased-in approach and other lessons learned from the models in Ontario and the Northwest Territories”.

- In July 2018, government released an Education Action Plan to guide the implementation of the recommendations from the Premier’s Task Force.

- Some other jurisdictions in Canada have either implemented universal programs for four-year-olds or are moving towards implementation.

- In 2016, the Department of Education and Early Childhood Development implemented full-day play-based kindergarten province-wide (previously half-day). Junior Kindergarten is also a play-based early learning program, which would be available for four-year old children during the year prior to Kindergarten.

- Public consultations for Junior Kindergarten have taken place. EECD employed the use of an online questionnaire on the Public Engagement Division’s (PED) EngageNL platform. The option of downloading a discussion guide, with the questions, to submit to the Department and submitting a written submission, were also available to participants. The deadline for submissions was April 18, 2019. (Note: Due to the provincial election being called the online questionnaire closed one day early).
Analysis:

- In total, there were 699 submissions and 3 key informant interviews. The breakdown is as follows:
  
  - 626 via the EngageNL website;
  - 47 via the JKfeedback e-mail;
  - 12 mailed in/dropped off at EEC;
  - 13 via tweet in response to Michael Connors’ (NTV’s legislative reporter and new Assistant Director);
  - 1 via VO CM Open Line; and
  - 3 key informants (Association of Early Childhood Educators of Newfoundland and Labrador, Family and Child Care Connections, and Early Childhood Educators Human Resource Council). [NOTE: Further key informant sessions were placed on hold pending the election process and will be rescheduled.]

- Some child care licensees expressed concerns prior to and during the consultation phase regarding the potential for loss of revenue and impacts on qualified staffing in child care centres.

- Recommendation 62 of the Education Action Plan requests an amendment to the Schools Act, 1997 with respect to changing the age at which a child can attend school. This change will be necessary before year one of the implementation of a junior kindergarten program.

- Consideration will have to be given to possible amendments to the Child Care Act and Regulations, 2017 with respect to; adult: child ratios, definition of age ranges, and the age range of the children to whom the person is certified to be a caregiver.

Action Being Taken:

- A Child Care Sector Committee has been established to identify child care needs, potential impacts to regulated child care services, and ways to mitigate any possible negative impacts.

- Consultations have taken place with key stakeholders in the child care sector. There is a plan to hold consultations (when a new Cabinet is established) with other key stakeholders such as the Newfoundland and Labrador Teachers’ Association, English School District, Le Conseil Scolaire Francophone Provincial de Terre-Neuve-et-Labrador, and Indigenous groups.
• EECD divisions responsible for Schools Act, 1997 and Child Care Act and Regulations are aware of possible impacts.

• Work is continuing internally on the development of a foundation document for the implementation of universal Junior Kindergarten.

• Next steps re-approval and release of the document will be determined after a new Cabinet is established.

Prepared/Approved by: T. Kean / M. Goss-Prowse / E. Churchill

May 13, 2019

BN/19/50
Information Note
Department of Education and Early Childhood Development

Title: Implementation Plan for Social and Emotional Learning (SEL) in K-12

Issue: To provide the executive of the Department of Education and Early Childhood Development (EECD) with an overview of the implementation of a comprehensive approach to social and emotional learning (SEL).

Background and Current Status:
- In March 2017, the All-Party Committee on Mental Health and Addictions released *Towards Recovery: A Vision for a Renewed Mental Health and Addictions System for Newfoundland and Labrador*; the report outlined 54 recommendations to address service gaps and support.

- In July 2018, EECD released the Education Action Plan; a five-year plan with timelines, responsibilities, and accountability structures for the implementation of all 82 recommendations from the *Premier’s Task Force on Improving Educational Outcomes*.

- Recommendation #2 from the Towards Recovery Action Plan tasked EECD with the development and implementation of a comprehensive school health and wellness framework that:
  - focuses on SEL;
  - embeds SEL in curriculum at every grade;
  - helps students identify, understand and deal effectively with stress and anxiety; and
  - includes content on diversity, social inclusion, and social determinants of health and stigma reduction.

- Recommendations #4 and #27 from the Education Action Plan discuss the implementation of SEL and specific learning outcomes for student mental health and addictions into the curriculum.

- Jurisdictional reviews and current research support using a comprehensive school health framework (CSHF) approach in the promotion of positive mental health and the implementation of SEL in schools.

- Recommendation #17 from the Education Action Plan states that EECD, the Department of Children, Seniors and Social Development (CSSD), and the Department of Health and Community Services (HCS) implement and support, province-wide, CSHF of the Pan-Canadian Joint Consortium for School Health (PC JCSH).
• CSHF will be used for the implementation of school wide SEL in Newfoundland and Labrador. As components are interrelated, it is essential to have activity in each of its components - social and physical environment, teaching and learning, policy, partnerships and services.

• In fall 2017, a Health In Schools Advisory Committee was established to oversee the implementation of a comprehensive school health and wellness framework.

• In winter/summer 2018, EECD officials developed professional learning products (introductory video, newsletter series, and K-12 PL website material) and drafted an SEL Curriculum Foundation Document for K-12.

• In March 2018, EECD and staff from the school districts participated in professional learning (PL) related to SEL. The one-day session provided program specialists with an introduction to social and emotional definitions and competencies, while also providing guidance on initial practices related to social and emotional learning.

• The SEL Curriculum Foundation Document (Draft) will guide the embedding of SEL in K-12 curriculum.

• In fall 2018, EECD officials used the SEL Curriculum Framework Document (draft) to write specific SEL curriculum outcomes for Health K-3, and draft curriculum guides for K-2.

• In September 2018, the Responsive Teaching and Learning Policy (draft) was implemented in 40 Phase One schools. The policy includes SEL as one of its three pillars.

• In November 2018, representatives from EECD, HCS, school districts, Memorial University, and regional health authorities participated in PL highlighting the importance of using CSHF in the implementation of SEL. Dr. Kimberly Schonert-Reichl, a prominent researcher on school-based SEL programs, led the session.

• EECD staff developed a three-hour on-line introductory PL module, with plans to provide the 40 Phase-One schools with access in May-June 2019.

• EECD officials and the Health In School Advisory Team recognize the need for a comprehensive system-wide PL on SEL in advance of curricular implementation.

• In February 2019, Administrators and teacher representatives from the Phase One schools participated in a two day PL session, which included 60-75 minutes of PL dedicated exclusively to SEL.
• Province wide PL in SEL is scheduled to begin June 2019.

• In June 2019, EECD, Assistant Directors of Education and the Directors of Schools for the school districts will meet to co-create a long-term plan that meets the requirements of the Towards Recovery Action Plan (Recommendation #2) and the Education Action Plan (Recommendations #4, #17, and #27). This plan will include:
  o establishment of a working group to plan system wide PL using a comprehensive approach to SEL beginning in June 2019; and
  o identification of district and EECD positions that will provide support and leadership to educators to make the pedagogical shift required to embed SEL into their practice.

Analysis
• HCS were consulted and agreed that a comprehensive school health approach should be used to implement SEL into the K-12 school system in NL. They also agree that districts, administrators, and instructional staff require additional PL prior to implementation.

• Prior to implementation, EECD must finalize a draft French translation of the Authorized SEL resource.

Action Being Taken:
• EECD, in collaboration with both school districts, will:
  o Establish a working group to plan system wide PL using a comprehensive approach to SEL beginning in June 2019.
  o Identify district and EECD positions that will provide support and leadership to educators to make the pedagogical shift required to embed SEL into their practice.
  o Pilot an SEL implementation within the 40 Phase One schools beginning in September 2019.
  o Begin province wide implementation of SEL in September 2020. The specifics of the implementation plan will be determined by EECD and school district officials.

Prepared/Approved by: E. Coady / D. Fewer-Jackson / R. McKinnon / A. Johnson / B. Clarke / E. Churchill / B. Gardiner

May 22, 2019

BN/19/44
Information Note
Department of Education and Early Childhood Development

Title: CSFP – New Francophone School

Issue: To provide an update to the Minister on the status of planning for a new francophone school/community centre for the greater St. John’s Metro Area.

Background and Current Status:
- The Conseil scolaire francophone provincial (CSFP) currently has six schools under its jurisdiction:

<table>
<thead>
<tr>
<th>School</th>
<th>2018-19 Enrolement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecole de Grands Vents (EGV), St. John’s</td>
<td>156</td>
</tr>
<tr>
<td>Ecole Rocher du Nord (former Holy Cross Elementary), St. John’s</td>
<td>32</td>
</tr>
<tr>
<td>Ecole Notre-Dame-du-Cap, Cape St. George</td>
<td>42</td>
</tr>
<tr>
<td>Ecole Ste. Anne, Mainland</td>
<td>62</td>
</tr>
<tr>
<td>Ecole Boreal, Happy Valley-Goose Bay</td>
<td>32</td>
</tr>
<tr>
<td>Centre Educatif ENVOL, Labrador City</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>348</strong></td>
</tr>
</tbody>
</table>

- There are currently 188 students enrolled at both schools in St. John’s for 2018-19.

- EGV was constructed in 2004 and designed to accommodate 150 K-12 students as well as a francophone community centre. It serves the francophone student population for the greater St. John’s area, including Mount Pearl, Portugal Cove – St. Philip’s, Conception Bay South, Pouch Cove, and Torbay. Enrolment has increased from 35 students in 2004-05 to 179 students in 2016-17 (prior to the opening of Ecole Rocher du Nord).

- The capacity issues at EGV in recent years have necessitated the installation of a number of modular classrooms as an interim measure pending the implementation of a long-term solution. There is no additional space to install additional modulars.

- In July 2017, CSFP entered into an MOU with the Newfoundland and Labrador English School District and the Roman Catholic Episcopal Corporation (RCEC) to operate the former Holy Cross Elementary as a grades 7-12 school for a period of 5 years (expires June 2022). EGV was reconfigured to K-6.

- CSFP has conducted their own site selection process and reviewed several potential site locations located in the west end of St. John’s and Mount Pearl. The Board approved Galway as their preferred site for the location of the new school. A press release was issued by the Board on December 6, 2018 announcing the proposed site location.
• CSFP has engaged their own consultant to prepare a Feasibility Study for the new school. It was officially submitted to TW and EECD on December 11, 2018.

• CSFP is requesting a school to accommodate 510 K-12 students plus a community centre for francophones. The estimate provided by CSFP’s consultant is approximately $56 million ($37 million for school and $19 million for community space).

• EECD has submitted an Expression of interest and attended a meeting with Heritage Canada regarding potential funding for the new facility. Heritage Canada has indicated a willingness to work with EECD/CSFP once it has further detailed planning on the new school/community centre.  

• Heritage Canada will not fund capital costs for a new school. It will only fund a portion of the building that is for community use or shared space.

• Budget 2018 provided $400,000 in funding (Phase 1) to commence planning for a new school. In consultation with CSFP, TW released an RFP in December 2018 to engage a consultant for this purpose. The RFP has not yet been awarded.

• $2.8 million has been allocated in Budget 2019 to continue planning for the school, which includes $300,000 carryover from Budget 2018.

Analysis:

• EECD received various pieces of correspondence from CSFP in the past several years stressing the high priority they are placing on the new school project and requesting that government approve same given Section 23 of the Canadian Charter of Rights and Freedoms.

• CSFP is of the opinion that EGV has inferior program facilities in comparison to the English schools in the area and this is the reason enrolments at the school drop off significantly into the junior and senior high grades. For example, the K-6 class enrolments are healthy but the current total junior high population (7-9) is 28 and the total high school population is four.

• CSFP contends that enrolment will significantly increase if there was a suitable facility in the area.

• There are currently 188 students enrolled at both schools in St. John’s. Accurate enrolment projections are difficult to obtain as there is little data available specific to francophone citizens and families.
• CSFP will need to clearly demonstrate and substantiate the need for a new school that is proposed to accommodate 510 students from K-12. There are currently 188 students in St. John's schools and 348 for the entire province.

• CSFP may need to consider a smaller school that will provide core facilities (e.g., gymnasium, labs, and cafeteria), but with an option to expand if the student population grows.

• The MOU to operate at the former Holy Cross Elementary expires in June 2022. Effectively, there are only three school years remaining under the current agreement. CSFP will require a permanent solution to this problem.

• Alternate options such as the current temporary location and the former School for the Deaf need to be fully explored to determine if either might meet CSFP's needs.

Action Being Taken:
• EECD officials have advised CSFP that alternate options need to be explored, including potential land and existing school infrastructure and how that may meet the needs of the francophone community.

• EECD will continue to work with CSFP on a school that meets the needs of the francophone community.

Prepared/Approved by: B. Evans / B. Gardiner

May 29, 2019

BN/19/48
Department of Education and Early Childhood Development

Title: School Transportation Policy

Issue: To provide the Minister with information on the school transportation policy, specifically the 1.6 kilometre school bus eligibility criteria.

Background and Current Status:
- Under the *Schools Act, 1997*, the province's school boards are responsible for the organization and administration of primary, elementary, and secondary education within their respective districts. This includes, where school boards consider it necessary, the arrangement for a system of transportation of students to and from schools.

- EECD's school bus transportation policy outlines the conditions under which funding is provided to school boards for school bus transportation services to students attending provincial schools. Under the policy, funding is not provided to school boards to cover the transportation of students who live within 1.6 kilometre of their zoned neighbourhood school.

- Students living less than 1.6 kilometre from the school are in the non-bus eligible zone. It is the parent's responsibility to determine what is appropriate for safe transportation to and from school if they are in the non-bus eligible zone. This could include walking, transporting their children themselves, coordinating with other parents to establish their own transportation service or availing of courtesy seating.

- Once school bus routes are planned to accommodate eligible school bus riders, any remaining seats on the bus can be offered as courtesy seats. This is administered through the school districts with priority given to accommodate the youngest children.

- In fall 2018, a review was completed and the guidelines were changed so that a new bus stop could be implemented on an existing bus route within a 1.6 kilometre zone.

- To date, 427 bus stops within the 1.6 kilometre zone have been implemented.

Analysis:
- School transportation is not intended to be a door-to-door service; most students have to walk some distance to get to a bus stop and there may be perceived risks along the way. There is a parent responsibility to ensure the safety of their children.

- EECD addresses parental concerns in conjunction with school districts and will continue to collaborate with them to address areas of concern.
- Bus Planner, NLESD's school transportation software, is in the final stages of implementation; once this program is fully operationalized it will be used to assist in providing more detailed analysis to determine the impact of changing the 1.6 kilometre eligibility policy.

- As it stands, the 1.6 kilometre criterion in Newfoundland and Labrador is comparable to other provinces in Canada:

<table>
<thead>
<tr>
<th>Province</th>
<th>Maximum Non-Eligible Distance (km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>7-12</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>1.6</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>1.6</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>2.4</td>
</tr>
<tr>
<td>PEI</td>
<td>0.5</td>
</tr>
<tr>
<td>Ontario</td>
<td>1.6</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>1.0</td>
</tr>
<tr>
<td>Alberta</td>
<td>2.4</td>
</tr>
<tr>
<td>British Columbia</td>
<td>4.0</td>
</tr>
<tr>
<td>Quebec</td>
<td>1.6</td>
</tr>
</tbody>
</table>

- The following estimates related to the removal of the 1.6 kilometre eligibility zone were provided by NLESD:
  - to bus all students in grades K-3 would cost an additional $4.8 million per year;
  - to bus all students grades K-6 would cost an additional $7.9 million per year; and
  - to bus all students in K-12 ->$10 million (this is not finalized).

- Nova Scotia is currently reviewing their school bus eligibility criteria. They are considering a review that was done in 2007, which recommended 1.6 kilometre eligibility for elementary students and 3.0 kilometres for secondary students.

**Action Being Taken:**
- NLESD is continuing to implement courtesy stops for all routes where appropriate and where capacity exists.

- EECD will continue to collaborate with school districts to address issues as they arise.

**Prepared/Approved by:** D. Ross / T. Stamp / B. Evans / B. Gardiner

**May 8, 2019**

**BN/19/45**
Department of Education and Early Childhood Development

Title: Schools Act, 1997 Review

Issue: To provide the Minister with an update on the review of the Schools Act, 1997.

Background and Current Status:
- The Department of Education and Early Childhood Development (EECD) is undertaking a review of the Schools Act, 1997, which governs the operations of schools in the province, in order to address identified issues and to modernize legislation that is over 20 years old.
- The Premier’s Task Force on Improving Educational Outcomes Report recommended amending the Act to enable schools to offer programs for pre-school aged children.
- A number of other issues requiring possible changes to the Act were previously identified by EECD and school districts. These include, but are not limited to:
  - Home schooling;
  - Attendance;
  - Appeals of decisions affecting students;
  - Suspensions and expulsions;
  - Private schools;
  - French first language schools;
  - Powers of the Minister; and
  - Regulations.
- In April 2018, EECD received Cabinet approval to conduct a comprehensive review of the Act.
- EECD worked with the Public Engagement Division to develop an Engagement and Consultation Plan, which was approved in February 2019.
- The consultation process began on February 27, 2019. Input was sought from targeted stakeholders and the general public via the EngageNL website.
- The consultation process concluded on March 29, 2019. EECD received 18 submissions (seven from stakeholders and 11 from the general public).
- Areas for review identified in the submissions include:
  - General housekeeping;
  - Establishment, powers and duties of school boards;
  - Student attendance;
  - Home schooling;
  - Composition and role of school councils;
o Inclusion; and
o Safe and Caring Schools.

- Follow-up meetings with targeted stakeholders commenced in April 2019. Departmental officials have met with a number of stakeholders including the Newfoundland and Labrador English School District, the Newfoundland and Labrador English School Board, the Newfoundland and Labrador Teachers’ Association, the Newfoundland and Labrador Federation of School Councils, and the Federation de parents francophones de Terre-Neuve et du Labrador.

- A meeting with representatives from the Conseil scolaire francophone provincial and the Federation des francophones de Terre-Neuve et du Labrador occurred in October 2019 when EECR was presented with a written submission in advance of the official consultation process.

Analysis:
- With ongoing advances in education policy and practices since 1997, there is a need to conduct a comprehensive review of the Schools Act, 1997.

- It is important that legislation keep pace with developments in the education system and address current challenges.

Action Being Taken:
- Departmental policy staff are analyzing the written responses received from the consultation process and are conducting jurisdictional scans on identified issues.

- Departmental officials will continue the one-on-one stakeholder meetings post-election to discuss issues raised in written submissions.

- Internal stakeholders, such as the Departments of Justice and Public Safety; Children, Seniors and Social Development; Health and Community Services; Office for the Status of Women; Disability Policy Office; and the Intergovernmental and Indigenous Affairs Secretariat, will also be consulted once the initial analysis has been conducted.

Prepared/Approved by: J. Dunne / B. Evans / B. Gardiner

May 8, 2019

BN/19/51
Department of Education and Early Childhood Development

Title: Teacher Training Act Review

Issue: To provide the Minister with an update on the review of the Teacher Training Act.

Background and Current Status:
- The Department of Education and Early Childhood Development (EECD) is responsible for administering the Teacher Training Act, which governs the certification of teachers within the province as it relates to training, classification and professional standards.

- Under the authority of the Act, the following regulations are enacted: Teacher Certification Regulations (governing the criteria that must be met for an individual to become certified to teach in the province) and the Teacher Certification Appeals Regulations (governing the process that occurs if an individual disputes a decision made by the Registrar of Teachers or Teachers' Certification Committee).

- Since 1990, there have been five amendments to the Act; however, EECD has not undertaken a full review of the Act since it was enacted in 1970.

- The Premier's Task Force on Improving Educational Outcomes Report recommended a full review of the Act and raised several issues within the area of teacher training and professional development.

- In April 2018, EECD received Cabinet approval to conduct a comprehensive review of the Teacher Training Act.

Analysis:
- A jurisdictional scan of teacher certification legislation and regulations across the country has been completed.

- To avoid consultation fatigue on the part of stakeholders, EECD decided to delay the start of the Teacher Training Act review until the consultation processes for the Schools Act, 1997 Review and Junior Kindergarten were completed.

s. 29(1)(a)
Action Being Taken:
- Policy and Communications staff will draft the Engagement and Consultation Plan for approval by the Communications and Public Engagement Branch and the Premier's Office and commence consultation with stakeholders.

Prepared/Approved by: J. Dunne / B. Evans / B. Gardiner

May 8, 2019

BN/19/52